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# *How Shall Early Education Conceive Its Objectives?*<sup>1</sup>

By WILLIAM HEARD KILPATRICK

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A GROUP OF TEACHERS ARE TALKING

"THIS thing of educational objectives troubles me. I see some kindergartners are trying to list specific things we are to teach, just as people do for the grades, you know, but I find myself very doubtful. What do the rest of you say?"

"I have noticed the same thing. Some are even talking about what they call 'minimum essentials' and they seem to think we are not 'scientific'—that's what they say—if we do not have a list of specific requirements for each year's work and the children are to learn this before they are promoted. But I agree with you. It seems a shift from our recognized outlook."

"'Recognized outlook'! What do you two mean? Are we never to grow? Don't you believe in progress?"

"Yes, I believe in progress, only I want to be sure it really is progress. Change is not necessarily progress, and I can't help feeling that this notion of minimum essentials is but the camel's nose and we'll be pushed out next."

"Why say 'we'll be pushed out'? Who are we?"

"That is a fair question, and if we are wrong and persist in it we ought to

be pushed out. I had something like this in mind. I have felt that the old-fashioned class work of the grades was often deadening to childhood. You remember what a sharp contrast there used to be between the work of the ordinary first grade on the one hand and the spontaneity of the kindergarten on the other. Of course some kindergartens had their faults too, with sequence, mediation of the opposites, dictation and the like. But of recent years the better first grades and the better kindergartens have been getting closer and closer together, each changing, so that nowadays the good kindergarten will merge almost imperceptibly into the good first grade."

"And you approve this?"

"Indeed I do. I have thought that as kindergarten and first grade have improved they have drawn closer together."

"But what has this to do with educational objectives? You seem to have forgotten."

## THE LESSENED HOLD OF MINIMUM ESSENTIALS

"No, that's what I am coming to. The first grade, as I see it, has changed for the better by getting down to life, by giving up the minimum essential notion of objectives."

<sup>1</sup> All rights reserved by the author.

"You think part of the improvement there has been due to a changed notion of objectives. Is that it?"

"Yes, only I don't believe there was much discussion of just that point, of the terminology, I mean. I think a different type of education appealed and has been accepted."

#### GREATER HUMANENESS

"Do you think the humaneness of the new type was the main argument in its favor?"

"I think it was the main *motive*. I am not so sure about the word 'argument.' And I believe I'd say the human-ness though I suppose humane-ness is all right, probably it is in strictness the right word to use."

"And you think the coming of this more human quality did mean a change of objectives?"

"In effect, yes."

"Why say effect?"

"I was contrasting the effect with the theory of objectives. That was my question at the outset. I do wish we might discuss the matter. Some people are very glib with the term 'educational objectives', but I have a feeling that they are assuming a theory of education which I cannot accept."

#### EDUCATIONAL OBJECTIVES

"I don't see where the assumption comes in. Isn't educational objective just the same thing as educational aim? How can the term as a term assume anything except that we are always better off when we know what we are aiming at? And I say that the more definite the aim we hold before us the surer we can take aim; direct our steps I mean. Besides, the more definite the aim the better we can test our progress.

I am strongly in favor of setting up specific objectives and of working for them from the very first day. The kindergarten has suffered from not knowing just what it was trying to do."

"You think the kindergarten hasn't known what it was trying to do? I don't agree with you at all."

"Yes, I meant just what I said. The kindergarten has justly incurred criticism by not so stating its objectives that everybody would know just what habits, skills, and knowledges it was trying to give. Only in this way can teachers know what to aim at, and supervisors know what progress is being made. It is all part of the great testing movement. I look forward to the time when the experts will tell us just what abilities, dispositions, and knowledges children of six should have and will give us tests to tell whether they have attained them. Then our work can be scientific."

"Will experts then also tell us just how to teach these required abilities etc?"

"Yes, that's part of the general movement."

"And these specific abilities, dispositions, items of knowledge and the like will exactly make up our educational objectives?"

"Yes, how else could it be?"

"I think there is another way in which to look at objectives, but just now I'd like to ask further about your conception, which of course is the common conception."

"All right, fire away."

#### ADULT TRAITS AS OBJECTIVES

"How are we to learn which abilities, etc., are desirable?"

"Look at the lives of men and women.



Education is to prepare children for all the proper activities which are to make up their lives when they are grown. Study these activities and find the specific traits necessary for their efficient performance. These constitute the educational objectives."

"Suppose you have listed all these specific traits. What then?"

"It is the business of the educator next to find out what the child should do and experience in order to build up these traits in his character, that is, in his nervous system."

"One trait at a time?"

"Sometimes one at a time, sometimes a number together."

"You think then that the child can learn one thing at a time?"

"Yes, why not?"

"I'd like to see even one instance of where just one thing was learned, but we cannot discuss that now.<sup>2</sup> You said, 'Study the lives of men and women.' Then education is to prepare for adult life?"

"Yes, I cannot agree to anything else."

"And you are not afraid on this basis of reducing childhood to something less than life?"

"Reducing childhood to something less than life? I don't understand you. You don't think I intend to starve them?"

"Not physically, I admit, but whether otherwise I am not so sure."

#### PREPARATION FOR LIFE

"I still don't understand you. Don't you think that education should prepare for life? Surely you don't mean to have children waste their lives so that when

they are grown they won't be ready to act the part of real men and women?"

"I think the word preparation hides an ambiguity and I fear you don't see all you are saying. For my part I wish very earnestly that these children should live the richest possible lives, both while they are young and as they grow older. I think, moreover, there is no contradiction between these two. I further agree that if when they get grown, as we call it, they are not then ready for that part of life, their education must be judged to have been at fault. It has not been what it should have been."

"I am glad to hear you say this for I had heard that you thought differently. You do believe then that education is primarily for adult life, not for child life, that its fundamental responsibility is to prepare for the fifty years of adulthood, not for the twenty years of childhood and youth? Am I right?"

"I think you misunderstand me. If I must answer your question in one word, I'll say no. When you talk that way, you and I seem to me to be thinking of education in different ways. To use the term we began with, educational objectives, I think we differ on the place and meaning of these in the educative process. To say it differently, I think you and I are looking at education from two different points of view."

"Well, you two people have argued long enough. Let some of the rest of us get into this. What do we mean by objectives and why care about them?"

#### THE USE OF AN AIM

"As I see it, an objective is an aim, usually a more specific aim."

"And what is the good of having an objective?"

<sup>2</sup> See the author's *Foundations of Method* (MacMillan, 1925), chs. 1, 8, 9.

"To me an objective is the correlative of conscious action, the sign that defined action is going on. As one defines the objective to himself the action itself becomes more definite, likely enough there is also a stirring to somewhat greater vigor. Still more, the objective furnishes stimulus for arousing one's thought as to possible steps, and a criterion for selecting from among these possible steps those that promise best to carry us to the end in view."

"That sounds a bit high-brow, but I guess it's all right. I think I see what you mean. But where do means and end come in?"

"I thought that was clear from what I had said. The objective is the end in view, and the means are the chosen steps that promise to carry us to that end."

"That sounds simple enough, but is it really so simple? Is it not true that what is sometimes, or to one view, means, is at another time, or to another view, end?"

"Please explain more fully."

MEANS AND END RELATIVE, NOT  
ABSOLUTE

"Well, suppose I walk to the subway station. The station is end and the walking is means."

"Yes, that's clear."

"But when I get there, it begins to appear that the station was only means to get me on the subway. Riding down town was really my end."

"Now you are splitting hairs."

"No I am not, or at any rate I haven't finished. Riding on the subway proves in its turn not the end I had in view after all, but only a means to get me to the railway station. This now is my end."

"Yes, and when you reach it, you'll

tell me that it in turn wasn't really your end, but only means to get you on the train to Chicago, and when you get on the train, you'll say that is not end, but itself only means. You are trying to make fun of the whole thing and pretend I'm talking nonsense. I know you."

"No, you are mistaken. I am not joking, but serious. Consider the series: walking, subway station, subway train, railroad station, railroad train, Chicago, educational conference. These all show one continuous growing activity. These things named are convenient stages for thought as we consider this on-going activity. As here listed each one, except the first and last, is at one time—when it stands just ahead—end to the preceding as means, but when attained it becomes in turn means to the succeeding as end. Each item in the series is then end or means according as we link it causally with the preceding or with the succeeding step in the sequence."

"Are you trying to tell us that objectives behave in the same way, becoming sometimes end and sometimes means?"

"In a way, yes. I am getting ready to say that if the educative process has several stages in it, then each stage may be considered at one time as end (or objective) and at another time means to the succeeding stage as end (or objective)."

"You think then that we could state educational objectives in different ways, according as we pay attention now to this and now to that stage in the educative process."

"Yes, that's it. Or, we might say that the term educational objective has different possible meanings according as it is applied to the different dis-

tinguishable stages in the educative process."

"I wish you would explain more about the educative process. I think I know what you mean, but I am not sure."

#### THE EXPERIENCE PROCESS

"Probably our best way is to think first of experience and the experience process. If we try in thought to reduce any experience to its essentials, stripping away all that is nonessential, I think we'll find that two factors are always present, the agent and the situation. The agent is the one who is experiencing. He is, as we say, undergoing the experience. Something is happening to him. The situation or the environment is the other factor. I am not going to say which hits first, but before it is over the agent has been acted upon by the environment and he has in turn reacted. He has been hit and he has done something about it. It is this interaction of the two that constitutes the experience. In the kind of experience that interests us here the agent is a person and there is always, I think, in the experience a focus of greatest awareness with a shading off into a margin of less and less of awareness."

"What is the effect of this interaction?"

"That's exactly what concerns us. A part of the effect on the agent that is always more or less present is the kind of change we call education. In the kind of experience that concerns us here these educative effects are significant. Where this is true and we wish to fasten attention to these effects and especially on how they come into being we call the whole thing the educative process."

#### THE EDUCATIVE PROCESS

"Do you mean that the educative process is the same as the experience process?"

"Yes, the same with attention directed to the educational effects and how they are produced."

"You people delight in spinning out any point to infinity. Why can't we go on? You have forgotten about educational objectives, haven't you?"

"No, that's what we've been preparing for; but there is a bit more that must come first."

"Go ahead, I can stand it if the others can."

#### THREE STAGES IN THE EDUCATIVE PROCESS

"Imagine a significantly educative experience. We can distinguish three phases or stages in connection: (A) an experiencing, (B) the educational outcome (or the learning that results from the experience), and (C) a later experience modified by these learning results."

"I get A and B, but C is not very clear."

"Suppose a boy steps off a moving car facing backwards. He has an experience?"

"Yes, he gets thrown down. I tried it once years ago. I know. This is A and he learns from this to face forwards hereafter when he steps off. That's B. But where is C?"

"C is the way he behaves and how it works out better when next time he steps off right, using what he has learned."

#### THE RECONSTRUCTION OF EXPERIENCE

"Is this what is called the reconstruction of experience?"

"It is an instance of it. His experience in connection with getting off cars is now different from what it was before. That is, his experience has been remade, from the inside, as it were, both in the way he manages it and in what he gets out of it. Yes, his experience has been reconstructed."

"Do you claim that all learning has like effects for the reconstruction of experience?"

"In the same degree, no. But I do claim that learning is good in the degree that it does remake life to higher and richer levels."

"Wouldn't the remade experience in turn have as an experience its own educative effect?"

"Certainly, and if all goes well this second instance of remade experience will in its turn remake the next experience along its line. This should go on forever."

"Let me again beg you people to get to the matter of objectives. I thought when I saw A, B, and C, we were nearly there, but it seems not. How much longer?"

"We are almost there I think."

"I should like to ask about B, the educational outcomes. Do these consist of knowledge and skills?"

"Yes, and attitudes, appreciations, habits."

"Do you mean that any one educative experience must have all these outcomes?"

#### TRAITS

"No, not necessarily. Though usually there are a goodly number of simultaneous outcomes. I mean many different traits are being built simultaneously."

"Your word trait troubles me. Just what do you mean by it?"

"I mean by trait just a general term to include all such outcomes as habit, skill, information, attitude, appreciation and the like."

"Some writers speak of abilities and dispositions, as the ability to add, the disposition to brush the teeth regularly. You include them under your term traits?"

"Certainly."

#### EDUCATIONAL OBJECTIVES AS ORDINARILY CONCEIVED

"Then comparing A, B, and C in your analysis, it is common to say that B gives us our educational objectives. These are the things we aim at."

"That's just what I was going to say. If we study many C's, which of course we, being ourselves grown-ups, find best in adult life, and analyze them properly we can make a list of desirable abilities, dispositions, etc. These would form for us then a possible list of educational objectives."

"Please explain a little more fully."

"Well, take brushing the teeth, for example. If we are going to do this well we should know *why* we do it. That's information or knowledge. We should also know *how* to do it or rather be able to do it. That is the ability or skill. And more yet, we should have the mind to do it. This is the attitude or disposition to do it. Such specific knowledge, ability and disposition we wish built up in the young, and these constitute three among the many specific objectives that we set before us."

"And this is how you would get your objectives?"

"Yes. That's my position. Study the best people we know. Analyze their desirable activities. See what traits are necessary for the satisfactory performance of these desirable activities."



Consider the list so formed. Some of these will be learned without the schools bothering to teach them. Leave these off. The rest constitute the educational objectives for the school."

"If I understand you, all these desirable traits, these objectives, come under the head of B as given above?"

"Yes, and the desirable activities come under C."

"And B is then means to C."

"Yes, you might say it that way."

"And A is the experience of learning the B?"

"Yes."

"And A is then means to B?"

"Yes."

"Then if I understand you in what you have just been saying, all educational objectives come under the head of B?"

"Yes."

"But isn't health often counted to be an educational objective?"

"Yes, why not? I don't see the difficulty."

"It seems to me that health, which is one form of better living, comes under C and not under B."

"Of course health is better living and that is why the school sets it up as one of its objectives. I still don't see your trouble."

"But if health is better living it comes under C and not under B. You said a while ago that all of the school's objectives come under B. Now it seems that some come also under C."

#### TWO COMMON TYPES OF OBJECTIVES

"Don't you think that is splitting hairs? Of course when we say that health is an educational objective, we mean that we are to teach the knowl-

edges, habits, abilities and so on that make for health."

"What then is the educational objective? Is it the better living (C) or is it the traits (B) that make for the better living? So far as I can see some objectives belong under one head (B) and some under the other (C)."

"You are right. I remember a list that includes fundamental processes, that means the 3 R's and such like. They are clearly under B. But the same list includes health, the worthy use of leisure and worthy home-membership. These clearly belong under C."

"Then in our A, B, C analysis of the educative process educational objectives may be placed either under B or C."

"Why not under A also?"

"You are making fun of us."

"Indeed I am not. I have a serious objection to the way the discussion has gone. I am afraid of the emphasis placed on B. I think better teaching and so better education will come from emphasizing A's part in the educative process."

"Now I am completely lost. Isn't A means to B as end and B in turn means to C as end? So that in health, for example, I didn't care much whether you said that healthy living (C) was the objective or that certain desirable health abilities and dispositions (B) constitute the objective. The two came together in the end. But A is just plain means. It isn't end and I don't see how you can wish to put objectives there. You might as well say the steps make the house. Saying so won't bring it about. The steps are just plain means to getting into the house."



"What is this A that you are talking about? How do you say it?"

"I'll answer that. A is simply the exercises your children go through with in learning B. A moment ago the 'fundamental processes' were put as educational objectives under B. Then A would be merely the study, the practice and the drill, needed for learning these fundamental processes."

"I object to reducing A to mere drill."

"Before you do that I wish to ask a question. Are we to think of means as valuable in themselves or do they derive their value from the end which they serve?"

"I don't know. I hadn't thought much about it. If it is mere means, I suppose all its value comes from the end. But I don't see the application."

#### THE TIME OF LEARNING IS ITSELF LIFE

"My idea is this. That the 'educative experience' (A) is and ought to be as much life itself as the 'later experience' (C), and I accordingly object to reducing the experience of learning to mere drill or practice."

"Isn't the position you have just stated the spirit and motive back of the strong current tendency to say that the curriculum should consist of experiences?"

"In part yes. The time was when the curriculum was thought of as so much subject-matter to be learned, a succession of B's we might call it; but latterly the curriculum is thought of as consisting of educative experiences, A's, I should say."

"There certainly has been a decided tendency to make experiences the content of the curriculum. We get it on all sides."

#### THE EDUCATIVE EXPERIENCE AS A NEW TYPE OF OBJECTIVE

"Then I wonder if we cannot say that these successive experiences are properly educational objectives?"

"I still don't see it."

"Well, look at it this way. The experiences that make up the curriculum must be wisely selected, mustn't they? Surely not just any sort of experience would do."

"That sounds reasonable."

"And if some are better than others, the teacher should wish the good kind and seek to have them go on?"

"Yes, that's true."

"Then this is certainly for the time being an objective, an end and aim, for the teacher?"

"It begins to seem so."

"Then I was not frivolous when I asked that A be counted as an objective?"

"I can see now how it must be a kind of educational objective, a secondary objective I should call it since it is means to the learning as end."

#### LIFE AN END-IN-ITSELF

"There you go again, reducing the educative experience to mere means. I say that life is always to be counted an end in itself."

"Before we get into a discussion about life as always an end in itself, I think I can point out the difference that is separating us."

"All right, let's hear it."

#### TWO GROUPS OF EDUCATORS

"I think there are two groups of educators, differing in their approach to the educative process. One stresses B and is willing to minimize A, the other

stresses A and its change into C and is willing to put B rather into the background."

"I get a glimmer of what you mean, but not all. Can't you illustrate?"

"Contrast the mother of a child before it goes to school and the teacher of the same child after it comes to school. I am now leaving the kindergarten out of account. Does the mother map out a list of spoken words that the child is to learn this week, taking care that they come within the 1000 most used spoken words and that they are arranged in the order of ease of learning?"

"No, indeed."

"Is she indifferent as to whether the child learns new words?"

"Well, I think most mothers don't think much about the words till the child uses them wrong or he doesn't understand some word the mother or someone else uses."

"Does the child learn new words under such careless treatment?"

#### INTRINSIC LEARNING

"I don't call it careless treatment. The child does learn many words depending in good part on the home surroundings."

"You mean that the natural needs of the situation make demands on the child and he learns?"

"Yes, and when he goes wrong his mother or some other member of the family points it out."

"And next time he will use the word correctly?"

"Likely enough, though often it takes several experiences to do the work."

"And what, if any, educational objectives has the mother? And where does she place them under A or B or C?"

"Of course she is not thinking primarily, if at all, in terms of educational objectives. I should say her main concern is twofold, first that the child shall live a happy normal life as a child, and second while this is going on that he may move ahead to the next higher stage of development."

"And when he is living this happy normal childhood, there are certain experiences that she wishes him to avoid?"

"Yes, she is afraid he may get hurt physically or morally."

"And all the time she guides his learning?"

"Yes."

"I object though to reducing our thoughtful practice of school education to the type of the merely incidental learning of childhood. The two are quite different."

"Are they so different? Do you mean to deny that the child learns at home?"

"No indeed. Of course he learns at home. In fact, as I think about it, he learns remarkably well."

"Have you ever seen children alert when they first started to school, interested in all that was going on there, but later becoming less and less interested in school matters, less and less spontaneous in their school responses?"

"Sometimes."

"And would you call this successful teaching?"

"Not exactly."

#### HOW CLOSE ARE LEARNING AND APPLICATION?

"When children learn at home how much time elapses between the A stage and the C stage?"

"I hadn't thought much about it, but now that you mention it I should say the C stage follows close upon A."

"And B is little thought of?"

"It is hard to say. A and C seem so close together as not to require much separate thought of B. Still if a child needs to learn something in order to do the matter at hand, his mother will help him if need be, but even so A and C are very close together, almost one."

"But when education is preparation for adult life, A and C are years apart."

"Yes, and B is then necessarily stressed."

"And the learning experience (A) tends to be reduced to mere drill and practice?"

"Sometimes."

"And the more so as C is felt to be further off?"

"I hadn't thought of it, but I believe you are right."

#### ALL TRAITS NOT EQUALLY ASSIGNABLE

"Let's go back to the idea of traits. Can all traits (B) be equally well assigned for learning?"

"What had you in mind?"

"It is perfectly easy to assign skills and facts and require them to be learned, but it is not so easy to assign appreciations or attitudes and often impossible to require that they be learned."

"I think I see what you mean, but please illustrate."

"A date in history I can assign and I can make a child stay in after school till he learns it."

"Yes, that's clear."

"But suppose I wish a boy to appreciate the *Psalm of Life* or to like his teacher. Can I assign these as tasks and keep him after school till he acquires the liking or the appreciation?"

"No, the idea is absurd."

"Then some very desirable traits have to be learned in other ways? They must be lived?"

"Yes."

#### PROPER EDUCATIVE EXPERIENCES MUST BE SOUGHT

"And this means that I as teacher must seek for my children such living experiences as call forth the attitudes and appreciations to be built? There is no other way?"

"I think you are right."

"And such educative experiences will come under stage A, and my seeking them means again that Stage A furnishes a kind of educational objective?"

"Yes."

#### LEARNING FROM THINKING

"But there is more yet. Have you ever noticed how much one learns from 'thinking through' a problem? In general that the more one thinks about anything, wishing to understand it and see into it, the more one learns about it?"

"Yes, and I believe what he learns in this way will stick better."

"And it is hard to get people to think about things that do not appeal to them as now worth while?"

"Yes, but I don't see what you are driving at."

#### THINKING EXPERIENCES MUST BE SOUGHT

"I hoped my thought would be clear. Don't you see that again I wish my children to have the educative experience (A) of thinking deeply and interestedly about worthwhile things, and if so then I am setting up an educational objective under A?"

"Yes, it is clear now."

## CONCLUSION

"What is your conclusion from this?"

"There are many more things to be said, but my own opinion is clear that we should put our major emphasis on the educative experience. It should be first in importance as it is first in point of time in the actual educative experience."

"And you put this primary emphasis on the educative experience partly because some very desirable traits can come only in this way?"

"That's one line of argument. Another is that if we place such traits as knowledge or skills in the foreground, particularly if the time of application be long deferred, then we too frequently have to resort to bribes or threats or spoiling devices to get them learned."

"And that reduces the child's present life to the status of living merely as means to the future as end."

"Haven't I heard of a divided self in this connection?"

"Likely enough. It is always a danger where we are dealing with 'deferred values'?"

"And it makes a great deal of difference what kind of educative experience it is?"

"Indeed yes. Everything depends on it."

CHARACTERISTICS OF THE DESIRABLE  
EXPERIENCE

"What are the characteristics of the desirable experience?"

"I reckon three: (1) it must be gripping, else the learning will be neither healthy nor strong; (2) it must reach out into new territories of thought, feeling and action, otherwise growth will not take place; (3) it must still remain (as a rule) within the range of success, else

discouragement will restrict learning and growth; and (4) this particular experience must in comparison with its predecessors show a sufficient variety, otherwise growth is one-sided. These I think are the characteristics of the desirable educative experience."

"And thinking so, you seek such educative experiences as your immediate objectives?"

## THREE TYPES OF OBJECTIVES

"Yes, I like your term *immediate* objectives. Then the richer remade experience—(C)—becomes your *remoter* objective?"

"Exactly so, and I like to call the traits (B) the *intermediate* objectives. But remember that the 'remoter' should not be very remote, especially for young children. It is the early reconstruction of experience we wish."

"And you put your stress accordingly on the immediate and the remoter objectives?"

"Yes, for teaching purposes, greatest on the *immediate* that our children may have rich educative experiences, next on the *remoter* that continuously enriched further experience may ensue then and there, and last of all on the *intermediate*. These last are most useful for criticism purposes that we may trace the lines of best growth in the past so as best to direct the present experience."

EARLY EDUCATION MUST STRESS THE  
EDUCATIVE EXPERIENCE

"And what about early education? We have said little about it."

"We have had it in mind all the time, however. I should say that the younger the child the greater, if possible, is the danger from deferred values and the greater the necessity to stress the educative experience, rich present living



experiences, rich as childhood counts them, rich with its immediate reconstruction into better living."

"And you would make such living your primary objective?"

"Yes, I would."

"Does this mean that you would ignore the traits, that is, the intermediate objectives?"

#### THE USE OF TRAIT OBJECTIVES

"No, but my first endeavor, first in time and emphasis, must be given to the educative experience. Once get that going, rich and promising, learning results will largely take care of themselves, but I can at this stage use my knowledge of traits to advantage so as to help the present experience to lead more surely and firmly to richer experience."

"You object to starting with the trait first in mind and then asking what experience will best give that trait?"

"As a steady diet yes, emphatically yes; but medicine like, we may at times be forced to emphasize the traits when things have been going wrong."

"And you think that it is a proper use of the term educational objectives to apply it to the educative experience?"

"Yes, it is the primary objective as we consider the educative process from the teacher's point of view."

"Do you approve or disapprove of a kindergartner's making a list of the traits (intermediate objectives) to be taught during the year?"

"As a list *to be taught* I fear it, lest it distract attention from the primary objectives, the educative experience, and its reconstruction. As a list of what may reasonably be *learned* it may serve a useful purpose. But if the kindergarten is going to set up a list of traits in some order of learning and then hunt about to instate to-day or this week such activities or practice as will teach this day's or this week's quota, then I object most emphatically. Such a practice would ruin kindergarten education."

"You fear then our lists of trait objectives?"

"Wisely used they can do good, but without great care they will do harm."

The best things are nearest: light in your eyes, flowers at your feet, duties at your hand, the path of God just before you. Then do not grasp at the stars, but do life's common work as it comes, certain that daily duties and daily bread are the sweetest things of life.



# *The Kindergarten, the Primary and the Psychologist*

By WILLIAM CLARK TROW

*Professor of Education, University of Cincinnati*

UPON first thought the question might well be asked: "What has the psychologist to do with these two institutions, the kindergarten and the primary?" Is not the kindergarten an established institution, with its methods and its materials which have long been successfully used? Is not the first grade a going concern, with its principles of procedure, its curriculum, its methods? Are not the specialists in the field of the kindergarten and first grade alone able to meet their problems, without calling in psychologists?

True, the close relationship of psychology to the learning process has long been recognized. And even before he was an experimentalist, only a theorist setting forth his empirical formulations, the psychologist played an important rôle in the development of the educative process. Pestalozzi, Herbart, Froebel, Locke—these and others have influenced the process of education mightily in their time and since. It is natural, therefore, when psychology gradually takes on the form of an experimental science, that the same close relationship should maintain.

But psychology is not alone in its offering to the schools. It is of interest to note the extent to which the findings

of various scientists are playing their part in modern education. We look to the chemist and the physicist to give the basis for that engineering skill which constructs our modern school buildings. We look to the physiologist with the related art of medicine for the proper care of pupils' eyesight, and their physical well-being generally, whether it be in diagnosis or cure. The school dental clinic, the school nurses and the school physician are not the unusual adjuncts they once were.

Similarly, we look to the psychologist for our analysis of individual mental processes, in order that pupils' difficulties may be ascertained, whether they be in reading, arithmetical work, foreign language study or problem solving. We look to the psychologist, also, for the development of those measurements, which have played such a large part in the new educational procedure. Whether these measures are of intelligence or of definite schoolroom skills, their value to educational technique is not now questioned. Even though some writers have quite properly attacked the rather dubious conclusions which have been drawn from them concerning the intelligence of the population at large, all agree that for the proper adjustment of school to child they are of inestimable value. No longer is the chronological

age a sufficient guide to placement in the elementary school. No longer can it be said that children should attend school at the age of 7, or 6, or 5. No longer can it be said that they should begin kindergarten at the age of 7, or 6, or 5, or that one year is necessary for all children to do the work of each grade. True, these measurements have not as yet been satisfactorily standardized for very young children, but the time has even now come when if rightly used they are a fairer guide to proper educational treatment than any other which can be employed. At a time, then, when tests are being made even for children of the pre-school age, this first word of psychology to the kindergarten and the primary is to watch the development of these standard, objective measures, and make use of them.

Perhaps the most surprising conclusion which has been drawn from the tests and measurements of child abilities is that there is no break in the continuity of child growth and development. Contrary to the easy generalizations which have come from writings based upon doubtful questionnaires, it has been shown that not only intelligence, but, as would be expected, other abilities, such as drawing and play, as well as physiological growth in height and weight are gradual. There is no sudden jumping ahead, no saltatory development, only gradual growth. And the corollary from this is the undisputed scientific fact of overlapping. Nearly every grade, in nearly every school, overlaps for three quarters of its length the abilities of the preceding, so that one quarter of the children in the kindergarten are equal to or surpass in abilities the median mental age of the pupils in the first grade, and more than half of the kinder-

garten children equal or surpass the abilities of the lowest quarter of the first grade.

In the light of these facts the recent history of antagonism and lack of understanding which has existed between the kindergarten and the first grade is deplorable indeed. There is no sharp boundary between them; the problems of the kindergarten are in all essentials the problems of the first grade, and vice versa. As all enlightened workers in this field now realize, the work and play of the one must merge gradually into the work and play of the other. The children in the first grade are not a separate species from those in the kindergarten. No great physiological, mental or emotional change comes over a child during the summer preceding his entrance into the first grade. His life is continuous and the institution which he attends should exhibit the same continuity. So as a second word of the psychologist, I would say this: "If any walls still exist between the kindergarten and the first grade, tear them down."

One principle which has in recent years served to guide educational practice is that it is better to work with nature, not against it. In other words, don't cut off the tadpole's tail; it will take care of itself in time. This is a very plausible principle, and one which it is entirely proper to follow to a certain extent. Furthermore, it is one which has been largely responsible for the great improvements which have taken place tending to adapt the educational method and curriculum—as well as the school house and school desks—to child nature and child needs. A most excellent illustration of the desirable character of this principle comes readily to mind in the activities of the kindergarten. Play and

enjoyment come naturally and are recognized as valuable, from the point of view not only of education and social adaptability but physical well-being also.

However, this principle is open to severe criticism, if not employed intelligently, for it carries with it the implication that our original nature is infallible. It assumes that the thing the child wants to do is the thing he should do, inasmuch as these wants have been evolved through the ages, because those who satisfied them were the ones who lived and who perpetuated them in their progeny. However, when the principle is taken away from primitive conditions, and applied in the highly complex society of the twentieth century, it is easy to see that maladjustment will all too easily arise in its operation. For example, natural curiosity is valuable as a basis for learning. Helen's babies wanted to see the wheels go around but there is danger in the wheels of machinery from which children must be protected. Then, too, other people must be considered, for the existence of the social group, with its likes and dislikes, is as much a natural phenomenon as the existence of the individual, be he child or man, with his likes and dislikes. This being the case, the task of education is to make such changes in the individual as are desirable for him, for his own good as a member of the social group. If this is done, it will be necessary for him to forego some natural desires, some natural enjoyments. Nature cannot be followed blindly; we cannot obey every impulse.

A further difficulty which confronts the man who would apply this principle too literally is that the general principle does not point out particular ways. Communication is natural, and should be encouraged, but how to teach the pro-

nunciation of "a," or the spelling of "speech," or how best to make possible the acquisition of a foreign language—these particular problems present difficulties which the general principle does not help us to solve. Play is desirable and so is enjoyment and socialization. But what games, what enjoyment, what means of socialization shall be employed? How shall these natural desires find expression? In this matter there has long been necessarily conscientious disagreement, and the final answer will evolve, not by some authoritative dictum, but as a result of careful experimentation. The third word of the psychologist, then, is that in a complex human society, instincts are not infallible guides to conduct nor to educational method. While it is wisest to work with original nature when possible, children attend school that their original responses may be altered and overlaid with useful habits.

As a final word, growing directly out of what has just been said, there should be in the mind of everyone the realization that while a principle may be of lasting value, forms which embody it change. That which best brought the desired end yesterday may today make that end unattainable. The harness shop proprietor now sells and repairs automobile tops. The salesman who needed to cover his territory as expeditiously as possible, formerly made connections on the so-called accommodation train, but now he drives a Ford coupé. As time goes on, new and better ways are evolved for getting to the same place.

These very obvious illustrations, I trust, suggest my meaning. There is a certain religious sect which broke away from the parent organization because it differed on the important theological

question as to whether men should have buttons on their clothes. Perhaps the familiar visitor from Mars would smile no more broadly over some of the subjects of disputation among some of the religious sects which are now represented. I do not know. I do know that religion is a thing of the spirit, an attitude of mind, a way of life. This is fundamental, but the forms and expressions and symbolism, the customs may safely change from generation to generation and from age to age. It is so easy to hold to the outward form and neglect the vital truth, the spirit of the doctrine.

The great Teacher who called little children to Him and reassured them with his kindly eyes, was the man who with wrath that crackled and burst into flame heaped most scathing denunciations upon the Scribes and Pharisees. And why? Only because they had preserved the form and not the spirit of their time honored institutions. "Woe unto you, Scribes and Pharisees," said he, "like unto whited sepulchres which

indeed appear beautiful outward, but within full of dead men's bones."

And so, I say to you, Woe to any institutions, be they religious, governmental, or educational, which cling to the old outward forms and forget the spirit which originally gave rise to them. Is self-expression good? Then are there better ways of self-expression which may be found and which are more desirable for the children of today? Is enjoyment good? Then are there better ways of enjoyment to be found than those which were employed before? Is social coöperation good? Then are there better ways of social coöperation? How shall they be found? Not by burrowing into the past, not by inquiring into ancient forms and ceremonies, but by observing and studying the present. Not by obeying but by investigating. For the forms should change as new facts are discovered and new principles established. Only so can any institution live and perform the widest service.

If I had time to find a place,  
And sit me down full face to face  
With my better self that cannot show  
In my daily life that rushes so,  
It might be then I would see my soul  
Was stumbling still toward the shining goal,  
I might be nerved by the thought sublime,  
If I had the time!

—Richard Burton.



# *Department of Nursery Education*

## *A Social Settlement Venture in Pre-Kindergarten Training*

By ELIZABETH LORD

*Yale University*

**T**HE following is a brief account of a very simple unambitious excursion into the field of pre-school education and indicates clearly the importance of training in the pre-school years. It also illustrates how an effective piece of work can be accomplished at a very small expense.

Three years ago, an active little twelve-month baby was observed at a Well Baby Conference, conducted by the Visiting Nurse Association. He showed no timidity with strangers, but immediately became interested in the blocks, spoon, cup and saucer, which constituted the simple test material. In this highly satisfactory way he did his share in a study of twelve-month behavior. A year later, the Visiting Nurse asked for an examination of this same John M.—now a twenty-four-month child. The little boy was very difficult to manage, screaming in temper tantrums whenever he was denied anything. The mother, unintelligent and incompetent, had given no consistent training. His behavior was entirely beyond her control when John was brought to the clinic for an examination.

John showed timidity on entering the

room and screamed when he was seated in a chair. His mood, however, was very variable; at times, he was diverted by toys, even running merrily after a ball, but he also gave samples of the temper tantrums which were of such frequent occurrence at home. In twelve months our friendly twelve-month baby, had developed grave personality defects that only systematic training could overcome. The visiting nurse was ready to make periodic visits in the home, and to cooperate in urging the mother to undertake definite methods of control.

A year later a visitor from the clinic in going over cases decided to call at the home of John M.—The family lives in a very poor tenement house. An older brother who is of very low mentality, neither walking nor talking at the age of four years, was John's only playmate. Our three-year-old John was furiously jumping up and down in a kindling basket when the visitor arrived. Her appearance stimulated him to redouble his efforts, but finally he became interested in some test material which she had brought. Although he showed considerable willfulness in the examination, he, at times, worked eagerly and appar-



ently coöperated when the problems were within his ability. The child's mother had obviously not understood that the boy's energy could be directed into constructive rather than destructive channels, and that he could be taught to control his temper by proving to him that he gained nothing through temper tantrums.

At two years he rated above eighteen and below twenty-four months in mental development; at three years he rated above two years but definitely below three years. The examinations showed, therefore, a consistent progress in mental development, though somewhat below the average in intelligence with marked lack of emotional control. Since the mother could not learn to manage him, "Kindergarten experience as early as possible," was the recommendation. Kindergarten experience was desirable but there was no kindergarten prepared to take a child of three, yet the kindergarten would have to meet an even greater problem with this child at four years, if nothing were done.

Fortunately John lived in a neighborhood where the head of a Settlement House, with long experience in her district, saw that the future of the children depended in large measure on the training received in very early years. Girls' and Boys' Clubs served a great need in the community but they often came too late in the life of the child to correct faulty habits established in the first years. She found that she had one hundred and fifty dollars which she could use for a new venture. With this small sum of money in hand she sought out a young woman with kindergarten training who was willing to undertake the education of fifteen children for three hours a day. Only a very small room

was vacant; there was no kindergarten material. Two kindergarten tables made by the janitor and four low benches serving for chairs nearly filled the room. A few magazines furnished colored pictures for the walls, and a few toys made by the Boys' Club eked out a slender supply of blocks, paper, crayons and blunt scissors. Down stairs in a dark gymnasium there was a piano, out of doors there was plenty of sunshine and a few swings. Not a very hopeful prospect for a kindergartner, eager to give the children the advantages of her training with occupational material and kindergarten games. What she gave them, however, was infinitely more valuable—unfailing patience, calm insistence on obedience, and respect for the rights of others—more subtle to gain than training, more difficult to keep, under the circumstances, than material.

The pre-kindergarten group started with fifteen members, ranging in age from two and a half to five and a half, with a range in mental development from two to five years. Three of the older children were considered sufficiently mature for the kindergarten of the public schools and were transferred after a brief period of observation. The advisability of keeping the age limit flexible to meet the need of the individual child was seen in the case of a subnormal child and in those cases where Italian was spoken in the home. In an earlier study of twenty-five mal-adjusted kindergarten children, the connection between mal-adjustment and foreign parentage had been brought out; of these cases ten reported as "inhibited . . . timid . . . does not mingle with the group" were from Italian homes. In the first ex-

amination of our pre-kindergarten group, five children were definitely inhibited in their reactions. On investigation we found that these children, likewise, came from Italian homes; in addition to the language handicap, they had sensitive personalities and in three cases intelligence below the average. Since these were the outstanding factors in the mal-adjustment of the kindergarten group they must be considered as danger signals in the way of future adjustment of our pre-kindergarten children.

In this little group the individual attention to increase vocabulary, the encouragement to develop initiative and spontaneity, and the knowledge through prolonged observation that two cases though chronologically old enough for kindergarten were not mentally equal to the work, will do much, we believe, to prevent such future mal-adjustment. Our four year old John is now a useful assistant in the group. Friendly greetings to the visitor encourage his more timid companions to leave the group with her. In two cases where added encouragement was needed, it was John who took the child by the hand and led him into the next room. He then seated himself contentedly on the floor and played with the test material not in use. Blocks, pictures and pencils were taken from him when needed in the examination of the other child. The few slight gestures of protest effectively showed that even when he desired an object he had learned to cooperate, to share, and to control his temper.

We cannot be at all confident that John reacts in his home toward his mother as he behaves in school with teacher and visitor, though definite improvement has been reported. On the other hand we may be absolutely sure

that his adjustment in kindergarten, to which he goes next year, has been immeasurably simplified for him and his teacher. In the case of the other children, though written records are not as complete, we may feel satisfied that the change in John's behavior reflects in a measure the benefit of training in which the group have shared each in his individual way. We may wish for a longer period in school, with the wider range of training that a Nursery School would give to the child of this age and to his parent. It seems to us, however, that this experiment proves that a very effective piece of work can be done with a very little money and may be the first step to the larger project.

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*The Journal of the American Association of University Women*, May, 1925, has a brief report of a cooperative venture in pre-school education. The A. A. U. W. of Missoula, Montana, appointed a committee in the spring of 1924 to make arrangements, if possible, for the starting of a pre-school laboratory. The school started on the following basis: Children from three to six were admitted with a maximum enrollment of twenty-five. The full time director was assisted each afternoon by two mothers. It was decided to conduct the school five afternoons a week from one to five; the younger children, on account of naps at home, came for somewhat shorter hours. The University of Montana provided the play room, the use of an adjoining kitchen, wash rooms and janitor service. The Physical Education Department gave physical tests and measurements each month. The Psychology Department gave a series of mental tests. Girls of the

senior class supervised the playground games. The supplies were largely donations, and included carts, balls, blocks, books, etc. Each child brought his own crayons, scissors and soap upon entering. The simple program consisted of two hours spent in outdoor plays and games, one half hour for lunch of graham

cracker and milk, and the remaining time in the indoor activities of paper-cutting, clay modeling, marching, songs, story telling, etc. As a regular part of the program, the children washed their own hands, helped set the table, and had definite responsibilities in regard to their occupational material.

### CHILD STUDY ASSOCIATION OF AMERICA

To those who have followed the work of the Federation for Child Study, now known as the Child Study Association of America, it is interesting to note the marked progress in education for parenthood which is shown by its records. Much of the development of this movement is due to the influence of Miss Alma L. Binzel, Special Educational Associate of the organization, and prominent lecturer on this subject.

In the May issue of *Child Study*, the official bulletin of this association, Miss Binzel sums up the prospect for summer work along this line in an article called *Do Parents Refuse to be Educated?* The many summer schools which have included classes in Mothercraft, Parent Training, Education of the Pre-School Child, and allied subjects argues well for the future of this phase of education.

Plans are under way for a three-day conference this fall at which lectures and round table discussions will form a valuable program.

A supplement to the May issue of the bulletin is devoted to a *Selected List of Books for Parents and Teachers*.

The Headquarters of the association is located at 242 West 76 St., New York City.

# *The Discontented Pup*

By RUTH RILEY

**H**AVE you ever seen a little brown pup with three white paws and one brown one? And only a stub of a tail which wagged all the time? If you have, you no doubt have seen Tippy. Tippy belonged to a little boy named Paul. Paul was a very kind little master, and he and Tippy always had wonderful times playing together.

But Tippy had one fault. He was always wishing for something he did not have. Whenever the cook gave him a nice bowl of milk,—milk is so good for puppies, you know,—Tippy would say, "Bow wow! bow wow! I wish I had a bone instead of the milk." Or, "I wish I could sleep in the house instead of in the yard."

One day a little fairy heard Tippy wishing and said, "Why don't you go to the Wishing Tree and have your wishes come true?"

"Where is this Wishing Tree?" asked Tippy.

"It's that big tree right on top of that hill over there," replied the fairy, "and all you have to do is to turn around three times and make your wish."

The next day Tippy saw another dog wearing a beautiful collar. "Oh," breathed Tippy, "I wish I had a lovely collar like that."

Then he remembered what the fairy had told him and away he went to the Wishing Tree. He turned around three times and said, "Wishing Tree, I wish I had a pretty collar like the one I saw today."

All of a sudden he felt a collar around his neck, and he went running home. On his way home he met a shepherd dog with a beautiful long bushy tail.

"Oh, I wish I had a long tail! I'll go back to the Wishing Tree and wish for one."

So back he went and wished for a long tail. Pretty soon he felt his tail begin to grow longer and longer and when he looked around he discovered he had a tail as long as the other dog's. But you see the other dog was a great big dog and Tippy was just a puppy, so that Tippy's new tail was longer than he was.

As the pup started toward home an old cow began to chase him. Tippy ran just as fast as he possibly could, but you see he was just a puppy and his legs were so short that he couldn't go very fast.

"Oh dear! I wish I had longer legs so I could run faster," cried Tippy; "I'll run back to the Wishing Tree and wish for long legs."

So away he went to the tree and wished for longer legs. Suddenly he felt his legs growing longer and longer.

"Oh, how far I am from the ground," laughed Tippy.

He soon ran away from the cow and it wasn't long before he was home again.

"Dear me," thought Tippy, "I'm getting hungry. I must go and ask cook for my dinner."

He ran to the back door and barked, "Bow wow! Cook, bow wow! I want my dinner."

The cook came to the door with his dinner, but stood still when she saw him.



"Why," said she, "I thought that was Tippy asking for his dinner! It sounded like his voice, but this is some other dog."

"No! No!" barked Tippy, "I am Tippy. Please give me my dinner."

"Well, you talk like Tippy, but you are not, for he has no collar or a long tail, and his legs aren't nearly as long as yours. Go away, I am going to save Tippy's dinner for him."

Slam! went the door, and cook disappeared into the kitchen.

"How funny! Cook doesn't know me with my collar and long tail and long legs. I believe I'll go over to Betty's house. She'll give me something to eat," thought Tippy.

But when he went to crawl under the gate in the fence, he discovered his long legs made him too tall to slip under it.

Just then he saw Paul coming home from kindergarten.

"Bow wow! Master Paul, bow wow!" barked Tippy, as he ran to meet him.

"I don't know you, doggie," said Paul, looking at Tippy. "You look something like my little pup only you're too large, and Tippy hasn't a collar or a long tail like yours. Go away, I want my little puppy."

Then he ran quickly into the house and closed the door. Poor Tippy was left standing out in the yard.

"My, this collar is becoming hot and

heavy. I didn't know collars were so uncomfortable. I wish I didn't have this old collar or these long legs or this long tail! If I might only be as I was before I went to the Wishing Tree, then cook might give me my dinner and Paul might know me and pet me. I believe I'll go to the Wishing Tree and wish for my old legs and tail back and this collar off," whined Tippy, as he started to the Wishing Tree.

When he came to the tree he turned around three times and made his wish. He had no sooner made it than the collar fell off; his tail became shorter and shorter; and down, down, down he went on his legs until he was just as tall as he used to be. Then he went running home just as fast as his four little legs could take him.

When he reached home, Paul came running towards him crying, "Oh, Tippy, where have you been! I have been looking everywhere for you! Come on," he said, picking up the happy little pup, "cook has the best dinner for you."

So he carried him to the back door and the cook brought out his dinner.

"Another dog wanted your dinner, but I saved it for you," said the cook as she set down the plate.

And as Tippy ate his mashed potatoes and gravy and a nice big bone, he decided he would never wish for anything else that he did not have, as long as he lived.

"In order to manage children well we must borrow their eyes and their hearts, see and feel as they do, and judge them from their own point of view."



# *National Council of Primary Education*

FRANCES JENKINS, EDITOR

## *Editor's Note*

ONCE more the gay procession starts on its daily journey toward the school to join in work and play. May the year stand for progress in the larger understanding of our task, for more adequate provision for the young children entrusted to our care, for keener insight into their needs, for wiser guid-

ance of their abundant strength. Our greeting to those long in the service is a wish that they may have the forward look which is the best fountain of youth; for those in the zest of their early teaching, we wish the joyousness which helps in realizing the charm of the teacher's service.

## *Interruption and Emotional Reaction*

BY JOSEPHINE E. YOUNG, M.D.

IN ORDER to understand the effect of adult interruption upon emotion, certain facts must be discussed which stand as the progenitors of the latter both for good and evil. June Downey says, "explosive tendencies which may speed a man of great ability on to success, may ruin a less intelligent man. While inhibitions may nullify genius, they may protect a moron." Adults must be in a position, therefore, to recognize and understand differences in personality equipment, if they expect interruption on their part to produce beneficial results.

Wherever science deals with life either from a biological or psychological viewpoint the majority of its servants are divided into two camps, the one fighting for the factor of heredity, the other for

the factor of environment. During the last ten years those who believe in the former have very largely dominated scientific thinking. Undoubtedly there is an inheritance of physical unit characters, such as color of eyes, supernumerary fingers and tendency to bleed, with distinct human familial connections. In lower animals also, crossing brings about very definite and predictable inheritable results. There are also parental traits not inheritable from the unit character point of view, which have at least a physical influence upon the offspring, such for example, as the ingestion of alcohol by dogs during pregnancy which produces a profound effect upon the puppies, often amounting to imbecility.

With such data as these, it would

seem justifiable to take under consideration the fact that traits of personality may also be inherited. Many careful investigators believe that marked peculiarities of disposition appear in an atavistic way by skipping a generation, and this even though the possessor has had no contact with the origin of these characteristics. If any hundred newly born babies were placed in any given institution each with an exactly similar environment as to housing, nursing, human contacts and all other respects, it is practically inconceivable that at the end of a year, the emotional reactions of these children would all be alike. There would certainly be differences of mentality, and there would be marked physical differences more or less determining temperament, and this temperament in turn would give a different meaning to similar experiences, quickly producing differences in habit reactions.

Whatever it be, inheritance or environment or both, there seem to be at birth two great emotional determiners: the ego, a self-preservative provision and the love tendency. These find expression primarily through three instincts—anger, which is one of the ego manifestations of self-aggression; fear, an ego expression of self-negation; and love, at this early age, only in the broadest sense, a sex expression.

The body is also equipped with a nervous system, at first so undeveloped that conduction fibres are unsheathed and nerve cells scanty and almost embryonic in form. No pattern reactions are stabilized and the whole mass of the central nervous system is unorganized. The body also possesses a glandular system about which very little is understood though much is affirmed. Some thyroid facts are known concerning

growth, metabolism, and alertness. It is also believed that thyroid secretion has some relation to disposition, that the pancreas is quite definitely connected with diabetes and the pituitary gland related to growth and mental alertness, but for the most part the great scientists are humble and silent as to the specific action of glandular secretion. As to the action of the nervous system, except for the localization of areas in the cortex, they know relatively little concerning the situation of cerebral activity. Even those who have suffered for many years with the profound disturbance of dementia praecox appear to have normal brains.

Now while the laboratories with their methods of precision are throwing not much more than negative light on emotional states, the clinics are coming into daily contact with behavioristic difficulties, and their studies have been fruitful from the viewpoint of understanding, treatment and relief.

In the first place, leaving out the question as to their origin, whether inherited as unit characters or the result of prenatal or postnatal environment, human nature seems to divide itself loosely into two groups—the introverts and the extraverts. These have not an intellectual basis but are founded on differences of emotional reaction in relation to the ego and to the outside world.

The introvert is subjective. He looks at everything through his own colored glasses. He theorizes and on this basis believes certain things even though the facts may not sustain him. He is slow in drawing conclusions. "Watchful waiting," the slogan of a master introvert represents the slowness, the indecision and caution of this type.

The following are the characteristics

of the introvert child; repressed egoism, hypersensitivity, inability to stand criticism, with resulting irritability, shyness, a tendency to draw within itself, called "Shut-in personality"—highly developed egocentric imagination, day dreaming, obstinacy, selfishness, unwillingness to cooperate and indifference to the suffering of others or to the outcome of personal behavior.

Burnham in *The Normal Mind* quotes Abbot in this connection.

An introvert child keeps by himself, does not seem able to get on common ground with other children; gets absorbed in its own day dreams and fancies and resents being called out of them; is sensitive and takes knocks and disappointments as slurs or injustices, resents them, broods over them and regards itself as a martyr, nurses its grievances in its own breast, not confiding its troubles to others but continuing the sense of injury and injustice; in general keeps its thoughts to itself, and when its chosen occupation is denied it goes off by itself with a sense of injury and does not try to take up another, but lets the mind dwell on unproductive fancies and vague impractical aspirations. Such a child is more likely than the others to have dementia praecox.

The extravert is interested in such information as his senses bring him. Things appear in objective relations. He is not interested in theories but is materialistic. His exotism is flamboyant, he has alternating periods of elation and depression. The skies are fair or they weep. He is quicker than the introvert, is not steady in application to work nor in the quality of his work, but his emotional reactions being warm and spontaneous are on the whole such that people love him more than they do the introvert. He is open hearted and a good mixer. He is apt to get on the right side of his parents, his grandparents, the teacher and the world at large. He is forgiven for offences that would bring

down the wrath of Heaven on the "Shut-in-child" and suffers less accordingly.

Dr. Anita Muhl cites the case of an extremely sensitive four year old child with a mental age of eight years who was suffering with pulmonary tuberculosis. Dr. Muhl was asked to study her from a psychiatric point of view and every day for five weeks played with her for an hour. During the course of the periods she asked her if she were always happy. "No," said she, "I'm often very unhappy," and when pressed as to the reason said, "I can't tell you. It's a secret." Every day during this period Dr. Muhl pursued the point until one night after her mother had put her in bed and was leaving the room she asked her to come back and said "I'm unhappy because grandmother loves little brother more than she does me." This distinction on the part of the grandmother reacting on a sensitive and shut-in-nature produced such a serious repression and feeling of inferiority that it reduced the child's immunity and she acquired a tubercular infection, from which she recovered after the repression was released and the grandmother had adjusted herself to the situation. This home illustrates a frequent tragedy in family life. "Little brother" was the extravert type; a joyous outgoing little boy who attracted the affection of every one of value in the sister's eyes. She, on the other hand, though intellectually brilliant, was reserved, shy, and unapproachable, so that the sympathy and appreciation for which she longed she repulsed almost at the cost of her life. Adult representatives may help to make these differences clear. Woodrow Wilson, for instance, and Mr. Coolidge, perhaps appropriately called "Silent

Cal," are excellent illustrations of the introvert type, Theodore Roosevelt of the extravert type. From a national viewpoint, England is extravert, Germany introvert. (See Dr. Beatrice Hinkle; *Recreating the Individual*). These types are never seen in pure form except in extreme cases when they classify among the psychoses. The average individual is better balanced because he is a mixture of both forms of personality.

But there are other factors in human nature which have a profound bearing upon the emotional life. Dr. June Downey has written a book called *The Will Temperament and its Testing* in which she analyzes volitional difference. Some people she classifies as quick and adaptable, others as careful and persistent, still others as forceful, decisive and aggressive. Each has its limitations and compensations. It is probable, however, that either the first or the last type receives the major share of the world's plaudits. Now as every son and daughter of Adam pursues his course "strutting on a stage," it follows that success, which spells happiness to all but the rare few, depends upon qualities that shine, either charm and adaptability or executive power. The careful, persistent, plodding individual is more likely to be unappreciated and he suffers correspondingly.

So far we have discussed great basic emotional and volitional differences represented among all classes of people. They influence behavior directly. We come now to a discussion of indirect factors and may begin with intellectual qualifications which bear upon emotion; first, there is the brilliant, quick mind which enjoys its own mental operations and the success they bring. Second, there is the brilliant, slow mind which

works long hours and intensively and eventually enjoys the results of his labors. Third, there is the dull mind which labors heavily to acquire a little, to whom life is an agony of effort or a fatal acquiescence. All three are surcharged with the emotion that attends intellectual success or failure.

We have then fairly clear differentiation as to personality types, volitional or executive capacity, and intellectual endowment. We also have experience forced upon us from the outside, most of the harmful factors being due to adult neglect or interruption. Before considering the relation of emotion to the latter, we may pause to review the characteristics of a normal child and the methods adopted by him when he is free to acquire power by the lessons Nature presents to him. Abbot makes the following statement in Burnham's *The Normal Mind*.

The normal child plays happily or even aggressively with others, occupies himself with concrete and objective things and interests, takes the knocks and disappointments of life casually and without undue rancor, confides freely and openly with parents and companions and happily substitutes another occupation for one that is forbidden or at times unavailable or inadvisable. He attends to the present situation and is somewhat careless. He is trustful and free from fear and anger. Except when limited, he likes to spend energy in motor reactions, involving the whole organism, in short is thoroughly well integrated, so that body, mind and emotion constantly work together to produce higher and higher levels of activity.

The following experience should serve to emphasize an educational ideal never attained by adult interruption, the ideal of free self-activity. It also illustrates the effect of defeat in producing feelings of inferiority which rank perhaps first



among the damaging fruits of environment. day coach of a western bound train and is mental experience. It occurred in the related literally.

A young mother who had had a nurse's training was busy knitting and chatting with a fellow traveler. A sensible mother, freedom.

Her fat, happy little son, 2½ years of age, slipped down from beside her to seats across the aisle arranged vis a vis. A normal nervous system and a normal body.

The open space between these seats presented an interesting situation to the child. He climbed upon one of them with some difficulty, This is a response to confinement, and involves cerebral connections expressed in mental control and curiosity, gross bodily control, minor bodily movements expressed in play. The child also shows initiative. Visual explorations, concentration, choice of problem, and a vague desire to accomplish a purpose, which becomes better defined as activity progresses. Mental and bodily control. Procedure is based partially upon the memory of success in similar previous experiences. Judgment of probable success or failure is based upon emotional memory. Measurements of space are determined by eyes, muscle sense and previous motor experience.

and then cautiously, in a creeping position, began the conquest of his task. Fear is overcome by the tendency to have pleasure in being a power and by interest and courage based on previous success.

Facing the opposite seat, he reached over, first placing one hand on it, and then the other, following this by the legs in rapid succession. Trial. Success.

When he was safely across he started to go back, repeating the process until he was possessor of a well fixed and well coordinated series of habits of motor control. Motor habits established. Development of positive self feeling, or assurance.

The next procedure was to jump across the space in the upright position; first, one foot at a time. Later he bridged the gap in a standing broad jump. Awkward and useless motor coordinations are discarded, and better habits of motor control established by elimination of early biological muscular adjustments. Action is more precise, rapid, automatic and sure.

This last performance was accomplished by all the manifestations of mastering behavior: shouting, laughing, and wild swinging of arms. Results: Conservation of energy and increased ability. There is the freedom of a perfected action, "The inspiration of power felt," accompanied by manifestations of exuberant joy.

This attracted the attention of another boy in the car who was perhaps a year older, long limbed, and agile. The appearance of a second child, No. 2, who had reached the gregarious stage, while the little fellow 2½ years of age still preferred to play alone.

Disdaining the attainments of the younger one, No. 2 at once began to scale the heights of the adjoining seat backs, and succeeded easily in vaulting over them. No. 2 undertakes successfully a much more difficult problem.

The fat little boy (No. 1) at once tried to follow him, Observation of another's performance. Recently gained assurance transferred to new situation. Ambition, rivalry (social instincts) imitation (adaptive instinct). Adaptive difficulty. Conflict, trial and error (failure). but failed repeatedly.

- Finally he gave it up, and withdrew altogether,  
Sitting quietly, without special occupation, by his mother.  
Some stations farther on, the older boy left the train with his father.
- Then the little fellow tried the seat backs again, and this time, with considerable effort at first, he dragged his body over them.
- Back and forth he went, each time more easily, until he had mastered the situation.
- Shame. Negative self-feeling and subjection. Disappearance of joy, and withdrawal.  
Rest; time for association processes to organize.
- Removal of irritant. If this boy had been a frequent companion, he might have become a "conditioned reflex," which would have seriously hampered the development of No. 1.
- Repeats efforts in which he failed previously. Adaptation secured. Trial—Success: Reestablishment of positive self-feeling, or elation, and conflict reduced.
- Repetition. Habit formation. Results in better mental and motor association, and self control.

Having then discussed the origin and subjective mechanism of behavior, we come now to objective influences, and the effect of a superimposed environment upon the young plastic organism. Reference has already been made to the feelings of inferiority which arise from failure. Most of the psychoses are probably the result of over-sensitivity in relation to the ego. Considerable mental retardation is also due to this characteristic. One illustration will suffice: A feeble, limp, almost infantile boy of four and a half years was brought to the Orthogenic School for training. He had an intelligence quotient of 51.<sup>1</sup> The long daily journey to and from the school was exhausting, nevertheless he began to develop, partly because he was being instructed properly and partly because every opportunity was seized to show appreciation of what little ability he had. The following summer the school principal took him to her home. Here for the first time in his life he was surrounded by love with steady, quiet control. In his own home, there were several adverse factors: a petulant father who was ashamed of the child, a younger brother who was

brilliant. In the new atmosphere he improved greatly, and these surroundings, together with the school training he had had the previous winter, brought his intelligence quotient up to 76. On the journey home this five year old child said to his friend, the teacher, "I hope my father will like to see me. He doesn't love me. He loves my Jimmy," referring to the younger brother. The following year he spent under intelligent and sympathetic supervision, away from home, and developed courage and quite a masculine attitude toward other children. After he returned, however, and was again subjected to his father's withering spirit, another Binet test showed that the I.Q. was once more at the original low level. Hearing this discussed he lost heart completely, becoming morose and unmanageable, saying "What's the use?" whenever he was urged to exert himself. He was later taken to another psychologist who found that tests of a type different from the Binet rated him in the dull instead of the moron group. This was emphasized and the boy returned to the public school and is doing creditable work. Part of the difficulty of such situations as these is the mental confusion that results from parents who do not agree in methods of

<sup>1</sup> Abbot's System of Pediatrics. Section on School Hygiene. Josephine E. Young.

discipline—the mother perhaps leaning too much toward leniency and the father in the other direction. Unless the child is a diplomatic acrobat he falls between the two.

But it is not only the social environment that develops feelings of inferiority. Sickness and deformity are par excellence producers of this condition. Sensory defects, sick-headache, epilepsy, sleeping sickness, St. Vitus Dance, various stages of cretinism resulting from diminished thyroid secretion, infantilism represented in some over-fat, slow children, all have a profound effect upon quickness of response and the ability of children to hold their heads up with the other members of the class. It is usually thought that the feeble minded are too stupid to have inferiority feelings. The contrary is true. Low grade children understand the language of facial expression and of muscle tensions, and the higher grades understand the slurs and ignominious comment of both adults and normal children. One very interesting boy in the Orthogenic School stood with his back against a wall saying to himself, with pitiable earnestness "Has Herman Bannister brains? Herman Bannister *has* brains." He referred of course to himself. Any characteristic, be it marked or otherwise, which causes adverse comment does a deadly work. This should especially be borne in mind in dealing with handicapped children. It is adult interference for which there is no excuse.

A third external and profound factor which is almost wholly due to the selfishness of adults is that of the Oedipus complex, arising of dependent and too intimate relations with the parents. Oedipus, a Greek princeling, was taken to the temple oracle a few days after

his birth, and it was foretold that he would eventually kill his father and marry his mother. He was at once deported and remained away till he had reached man's estate. Not knowing his origin, he then raised an army and went forth to conquer his native land. On the way his father, who had come out to meet the enemy, was killed by his son, who then entered the city as a victor and unwittingly married his mother. This is enough of the story to show the significance which the Greeks ascribed to a condition of over-intimacy between father and daughter or mother and son. Parents often foster such relationships instead of developing ideals of independence, of sturdiness and initiative in their children. "The baby of the family" is an expression which contains the tragedy of many ruined lives. It is undoubtedly a fact that sexual jealousy occurs in little children. A professional father and a professional mother had two children, a girl three years old and a boy, one year old. For a year the father took the little girl to his laboratory Sunday mornings where she was very happy. One morning the entire family visited the laboratory. The boy rushed in but the girl stayed outside sulking. Two or three days afterward when the maid told her to do something, she refused, saying, "Daddy's little Mamie girl doesn't have to do that." The parents believed that the child had acquired a lover's attitude toward her father and the situation was quickly and tactfully changed. Psychoanalysts have discovered that such early emotional attitudes produce complexes, a complex being a group of associations bound together by a common, vivid emotional experience or by several such experiences which hurt to such an extent that

the individual buries them below the depths of consciousness. Though apparently forgotten they remain, however, ready to express themselves in ways not recognized as having a connection with past experience. Usually a persistent fear related to some particular object has its origin in early life and is only revealed by analysis.

So far there has been no direct consideration of the part teachers play in arousing emotion by interruption and as yet very little has been said as to the benefits of interruption. It is important that the environment be presented to the infant at regular periods. Nothing but adult interference can establish early habits of eating, sleeping, playing and waiting, and later of promptness in various ways. When the child has really made an adaptation to regularity of habit so that it is "natural to him," an excellent background has been established for free activity, so that unhampered in play, except as his behavior is modified by others in the group, he learns to initiate and carry out his own projects, in which he sows the seeds that later develop into that flower of learning—research.

The teacher also has a place in presenting short cuts to knowledge in making associations direct and thinking clear and in steering the mind into positive, constructive attitudes instead of those which are negative and passive. This is important, for positive thinking assists in producing the right kind of self-aggression.

Adults also have a beneficent influence in helping the child to find and face the ground work of his fears and faults and to analyze the difficult features of situations that confront him. Moreover, if adults understand personality types, temperaments, the serious effects of

harmful conditioned reflexes, emotional complexes, etc., they will possess tools of a kind that will make them intellectual and spiritual potters, moulding vessels fit for use—instead of wells of water pouring intellectual streams into vessels unformed and as yet incapable of holding the ready made knowledge with which they are so insistently deluged.

Burnham says under rules for discipline: (*The Normal Mind*)

"Let them alone and set them a good example."

He also adds

- Train in prompt obedience.
- Express enthusiastic commendation whenever possible.
- Place responsibility on the child for his task and for happy social relationships and so far as possible let correction come from colleagues.
- Insist upon moral decision and normal self-activity.
- Surround him with rich opportunity by giving him interesting things to do.
- Show faith in his ability and character.
- Provide medical examination and treatment where necessary.

On the other hand:

- Never resort to violent punishment nor to sarcasm.
- If punishment is necessary connect it promptly and directly with the offense.
- Express righteous indignation or disgust at slackness.
- Overlook all offense possible.
- Talk to the child, explain to him, reason with him.

We find then that adult interruption may be of two kinds: that which will produce peace and poise and constructive development, or that which will result in confusion of mind and morals and nervous disorganization. If parents, teachers, ministers, social workers and all other adults responsible for the well



being of children would take pains to familiarize themselves with some of the excellent literature now before the public, they would be in a position to set our young people on the road to successful living. The titles of a few books bearing on the subject are added.

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## Two Helpful Projects

### OUR CHECK ROOM

Second Grade, Commodore Sloat School, San Francisco, Mrs. Leiser, Teacher

*Situation:* Our play material was scattered about the room and not in the closet. When it was time for play in the yard things needed could not always be found. There was confusion each time we wanted the material. The need arose for a certain place to keep our material.

*Discussion:* We talked this problem over. The children decided to build a check room, so there would be a place for play material and it would not be in the way.

*Arrangement:* Several boxes were brought and placed in one end of the closet. The group spent three free periods fitting the boxes together to form shelves and to leave a space for a window where the material could be received. No two boxes were the same. The children finally fitted them so the boxes matched and so that a board could be nailed across the top of the window and be

straight. The boxes were nailed in place when satisfactory. Then the product was submitted to the class for criticism.

*Discussion:* The class was well pleased with the result. Someone said the outside would look better from the classroom if the boxes could all be covered. Another said our play material would be safer. Someone else suggested covering them with cloth. A girl who had just moved into our neighborhood and classroom said she could bring green burlap which had been used to cover furniture in moving. We decided that was just what we wanted, because all the woodwork in our room was green, so the check room would look well from the classroom.

*Number:* The group measured the check room to be able to tell the girl how much burlap to bring.

Another group numbered milk bottle tops for checks. Each number was duplicated so the customer could have a

check as well as the clerk, who could fasten the other check to the play material checked.

*Handwork:* Each check was punched. A string was put through the hole. The checks were hung and kept in order on the wall of the check room. The ones by themselves, then the twos, etc.

*Writing:* We wrote the following signs:

Check Room—Open—Closed—Debate—Today—"Shall we use paint or paper."

Check Room will open September 18.  
Check Play Material Here.

We practiced writing numbers from 1 to 100.

*English:* Errors corrected—"saw"—"git"—"that there"—"this here."

The question arose of how to finish the inside of the boxes. Since the outside was covered with cloth some wanted to cover the inside with cloth, too. One boy said that he could bring floursacks.

Someone else suggested painting the inside. Another suggested papering the boxes. The paint and paper would be as easy to get as the floursacks since they were left-overs from the children's homes. These suggestions were discussed and the class decided to use either paper or paint because walls were generally treated with paper or paint. Cloth was discarded because someone said when it became soiled it could not be cleaned as easily as paint or paper. Others said cloth would be harder to use. Then the debate arose. One half wanted to paper the check room. The other half of the class wanted to paint it. There was a great deal to be said for

each side. The class formed two groups. Each side chose five of its best speakers. They decided to have the debate at two o'clock to give everyone time to think the matter over. It was ten-thirty in the morning when they decided.

During the day I heard several groups discussing the subject in the yard as well as in the room.

By two o'clock everyone was excited. The ten speakers took places in the front of the room. Each spoke in turn. They gave reasons for either papering or painting the check room. A point brought out by one side was discussed by the other side and a better reason was given for using what he thought was best. Many very good and interesting reasons were given by each side.

The class was to decide which side gave the best reasons. After the debate the question was put to vote. Twenty-nine were in favor of paint, while fourteen children still wanted paper. We used paint and they are all very well satisfied now.

*Habits Formed:* The children learned that when only one spoke at a time he could be better heard and understood. Each learned to wait until his turn came to talk. They also learned that they could accomplish more when they shared the tools and brushes more unselfishly.

A sense of orderliness was the outgrowth of this project. The children have tried to have a place for everything else in the room.

*Time:* This project lasted two weeks. The check room has been used daily by most of the children since its completion.

## A TRANSPORTATION PROJECT

Second Grade, Balboa School, San Francisco, Miss Winter, Teacher

One of the most interesting projects carried out by the pupils in my room was a poster depicting the various methods of transportation.

The project started one morning about the time of the arrival of the zeppelin "Shenandoah." The airship had been advertised as likely to fly over the city that day. Interest ran high and the general discussion period that morning dealt with zeppelins and zeppelins alone. Everyone was keyed up to the discussion, everyone was desirous of being present to see, those who had an idea what it was being anxious because they had seen pictures, while others having no associations were anxious to find out what this huge airship would look like.

The language period that day was spent in telling what the occupants of the zeppelin would see in passing over our city. Discussion included a bit of geography, location of various places of interest, and also directions.

During the next "between recitation" period, zeppelins were drawn in all shapes and sizes, which led to a discussion regarding the uses to which a zeppelin might be put. From this evolved a discussion of all the means of travel, which worked backwards chronologically from this age to the primitive. This discussion included history, and for a few days everyone covered much ground in research work. The children not only enumerated the various methods of travel, but linked each animal or vehicle with a relative incident.

The covered wagons suggested the story of the people crossing the plains; the camel, a bit of the life in the Far East; the mules and oxen, mountains or

marshes; the jinrikisha a possession of the old world compared with the automobile of civilization and progressiveness.

But up to this time the work had been reading and telling, when someone suggested. "Why can't we make a picture of all the things we use to travel?"

So—a poster it was.

First, the work of the poster had to be organized and a trip was suggested. Someone wanted to make it a travelogue "like the movies" and the trip was to be from San Francisco to Sacramento.

A coöperative story was the first step. This was the story of the trip. The children started through the city in cars. They crossed the bay in a ferry boat, but some of them insisted that "it would be a funny bay with just those boats," so we had tugs, yachts, steamers, and warships. Here was the opening for a discussion of the use of the various vessels.

On the other side of the bay some children wished to take the journey in a steam train while others favored an electric. Some were surprised to learn of a choice. Then the next day saw an addition to the reading table of books with trains and engines, pictured and in story.

In the stretch of country covering the journey, horses, wagons, carts and automobiles were passed, with aeroplanes and zeppelins flying overhead.

The story was written along the lower part of a long strip of paper above which was to be the picture.

Was the picture to be only of cars and trains? No! emphatically! The children insisted upon making it a real San Francisco with houses and a Ferry

Building. The Ferry Building was to be a *real* one with a clock.

Then again with the bay, unless there was an island in the middle, it was not especially San Francisco Bay. (A very few of the children had no idea of an island since they had never been on the bay.) Over the rest of the picture the children were troubled. Tracks there must be, since the trains required them, but they were not wanted across the entire picture. What to do was a puzzle until someone had the inspiration of having a tunnel and running all of the tracks into the hill which was speedily done to save the rest of the scene.

Every free moment for days was used to work out some part of the story. Very often an automobile or a boat would be replaced (by general accord) because it was too large or too small and made "the rest of the picture look funny." They wanted everything in proportion.

The poster was pinned along the side wall, pinned where it might easily be viewed by everyone, but not so that it would command too much attention. It was a part of the room, not placed so as to tire the vision of any pupil.

The length of time occupied was approximately three weeks, including, of course, the days when just discussion of the zeppelin was started.

The amount of reading included cannot be estimated since much of it was done at home and reports made at school.

The interest seemed not to wane, even upon completion of the poster, some of the class requesting that we make up another story like that.

The part of the poster which depicted a farm has given growth to a new poster, one which has to do with the things we need which are raised on the farm, and for which we are thankful on Thanksgiving Day.

### PLAY FESTIVAL

Children of the public school kindergartens of Wilkes Barre, Pa., in their fifth annual play festival last May, presented an exhibition of their games and rhythmic exercises which vividly demonstrated this line of kindergarten activity.

The demonstrations were bright and colorful, with singing and dramatization of old nursery rhymes, games and dances, and a May pole. One of the delightful features was the unconsciousness with which the children dramatized. While to the observer it might appear that the children had been specially trained for the exercises, the entire program was made up of the regular folk songs and dances which are included in the daily kindergarten schedule.

The performance was a credit to Mrs. Mary Morgan Ayres, who is in charge of the city kindergartens, and to the teachers of the various kindergartens.



# Music Department

GRACE WILBUR CONANT, Editor

## OUR KIND FRIENDS

KATHERINE MERRILL

T. A. DORR

1. The cow is our ver - y best friend it would seem ;  
2. The hen gives us eggs for our cus - tards and cakes,  
3. The sheep gives us wool for our coats and our caps,

The first system of the musical score for 'Our Kind Friends'. It features a vocal melody in the treble clef and piano accompaniment in the bass clef, both in 4/4 time with a key signature of one sharp (F#). The lyrics are presented in three numbered lines.

She gives us our but - ter and milk and ice - cream.  
And oth - er good things which our dear moth - er makes.  
And blan - kets to use when we're tak - ing our naps.

The second system of the musical score, continuing the vocal melody and piano accompaniment. The lyrics continue in three lines.

*Interlude, for clapping or other rhythmic expression*

The interlude section of the musical score, consisting of two staves of piano accompaniment. The first staff contains rhythmic notation (x's) for clapping, and the second staff contains a melodic line. The section is marked with a double bar line at the end.

## *From the Foreign Field*

### *Kindergarten Training in Foochow, China<sup>1</sup>*

The Union Kindergarten Training School in Foochow, China, is many miles from any other training school, so it is an inspiration to know that the International Kindergarten Union feels an interest in our work. Of all the work being carried on in China we feel that the kindergarten is the most promising, and surely it is the most joyous.

This has been another happy year of growth. As one enters the compound today, the view is not one of beauty, for piles

satisfaction to see the walls going up and to be so crowded in our Caroline Mitchell building that we can hardly wait for the new ones to be finished!

We have land for a playground and are planning the apparatus.

The girls who come to us for training must have had at least two years of high school work, preferably in a Christian school. The evangelistic side of the work is so important that they need the foundation



UNION KINDERGARTEN TRAINING SCHOOL, FOOCHOW, CHINA

of lumber, bricks and stones are scattered about. But it is beautiful in our eyes for the men are working hard on our much needed Eliza Chappell Porter Kindergarten building on one side of us, and our Susan M. Farnum residence on the other.

The funds for these two buildings have waited so long to be used that it is a great

given in a Christian school. Our course is one of two years. We want very much to take the girls a year earlier and give them three years of training, but as yet have not been able to accomplish it. A higher standard for entrance cannot be required as girls marry so young.

The number of girls in the Training School grew from fifteen to thirty-one last year. Of these thirty-one, eleven were from the Anglican Mission, nine from the

<sup>1</sup> Extracts from a letter received by Miss Nellie E. Brown, Chairman, Foreign Correspondence Committee of the I. K. U.

Methodist, nine from the American Board and two from the London Mission of Amoy. This last term we had sixty-five kindergarten children who paid the five dimes Mexican tuition, each child being a little wedge for Christ in his or her home.

In January, six students graduated and scattered to their work, some taking nearly a week to reach their kindergartens. This makes thirty-eight graduates; two are taking further study in America, one is teaching a Chinese kindergarten in the Straits Settlements, nine of the girls are

village where "There are very many children." There are calls on every side.

The Chinese girls make fine kindergartners and the children develop beautifully in the environment of the kindergarten. Discipline is seldom needed as the children are not so full of initiative and natural leadership as the American children, though they can be as active and full of life as little folks anywhere. We have many shy children who have to be patiently drawn out, and we also get the spoiled boy whose nurse takes him out for a ricksha ride if he



MAKING CHRISTMAS DECORATIONS

married and twenty-four are teaching in this province. This term our first little "grandchild" is enrolled in our kindergarten, the charming little daughter of one of our graduates.

We cannot supply the demand for teachers. Within a few weeks urgent pleas have come from two large cities. One village preacher has just come in to see if we had a teacher who could go to his village, where a prosperous business man had offered his home for a kindergarten. Even our old school servant begged for a girl for her

decides, when he reaches the kindergarten gate, that he rather ride than go to kindergarten that day. The majority are well-behaved, polite and full of fun and life.

The lack of trained primary teachers is one of our big problems just now. Our children go into the primary school, alert and ready to learn, there to meet the deadening atmosphere of learning by heart all of their books. We hope to start a primary department of training within a few years. The stupendous number of Chinese characters that a child must learn

and the desire of the parents that they begin on the job as soon as they can walk is another of our problems. We have finally decided that we must give in the kindergarten a half hour period of character work each day. We write the characters on cards and use all sorts of play devices to help the children learn the meaning as well as the form of the character. Some of the five, or even four year olds have already "read" one or two books at home and their folks are quite disgusted to think they have only half an hour of real reading. We usually find, however, that these tots can "read" their books just as well upside down as right side up. They have learned everything by heart.

Every kindergartner tries to visit in the homes each week and once a month holds a mothers' meeting. These mothers are interested in their children especially from the health and food standpoint. They greatly enjoy a talk given by a doctor and ask all sorts of questions. We think that possibly the next generation will begin to put the things suggested into practice. We always hold a mothers' meeting at the beginning of the year to explain the different activities of the kindergarten and also to demonstrate them.

We often speak of the children as "wedges." There are homes in our neighborhood where we were not received until it was realized that as kindergarten teachers we came to talk about the children. We often find that the child has taught kindergarten songs and hymns to mother or grandmother and told them many stories heard in kindergarten. You in America cannot realize what this means in a home

where the women have not been taught to read one single character. We have many proofs that the children understand about God's love and have insisted on leading their mothers to our Sunday School so they too can hear.

Now our spare minutes are full of dreams for the future; dreams of the new front gate, the money for which is being provided by the alumnae and students; of a beautiful garden; of a broad walk, so that rickshas can come up to the door in rainy weather; and best of all, a Primary School of our own so that we can keep our kindergarten children and not see them scatter to government schools and private home tutors when they receive their promotion certificates.

To sum up our year:

We're glad that we are "Union"  
 A privilege broad and fine:  
 We're glad that we are growing  
 And for more buildings pine:  
 We're glad that we have a garden  
 Full of possibilities,  
 We're glad we have an attic  
 Big enough to hold supplies.  
 We're glad so many children  
 Come flocking to our doors,  
 We're glad their aunts and mothers  
 Come to meetings though it pours.  
 We're glad for forms of service  
 Outside our compound, too.  
 We're glad to think of home folks  
 Who make all this come true.  
 We're glad to see our students  
 Developing year by year.  
 We're glad that we are busy,  
 Oh, yes! We're glad we're here!

BERTHA H. ALLEN.

### *A Message from Australia*

It is a beautiful thing to feel that the efforts for child welfare put forth by the International Kindergarten Union are international. The thought that the One Great Mind pours out his love upon *all*, fitting those who are receptive for the service

needed in their surroundings, should serve, it seems to me, as a strong connecting link between the women of all nations.

RACHEL E. GARNER,  
*Sydney, Australia.*



## *Girls in Training for Home Making in Czechoslovakia*

To prepare girls for home-making Czechoslovakia has established what is known as the "family school." The care of babies, food science, household management, knowledge of dress materials, millinery, sewing, pedagogy, hygiene, civics, arithmetic, physical training, singing, the Czech language and a foreign language are

included in the one year course. More advanced courses are offered in costume designing, embroidering, decorating and housecrafts. There are 86 such schools with a total of 17,979 students enrolled. More than 700 girls are enrolled in schools for lace making and embroidering.

## *Froebel Society of London*

The Froebel Society and Junior Schools Association of London, England, celebrated its fiftieth anniversary recently. During the fifty years of its existence it has seen many changes in the educational world, and it has taken its part in these by helping to promote developments in the education of children. Its activities now extend beyond the kindergarten age to the children of the Junior School.

It was largely owing to the work of this Society that teachers of children under fourteen have received a special training, and have been recognized in their professional capacity by the creation of the Certificate of the National Froebel Union. Thus the children of all classes and grades of society, attending Infant Schools, Kindergartens, and Preparatory Schools are receiving an education on the lines of their own development, and many of the principles once held only by Froebelian teachers are now permeating the upper departments of schools, and influencing parents, inspectors and education committees.

The Froebel Society is made up of a Central Society and twelve or more Branches. These form one body working throughout Great Britain to make more widely known the best methods of educating children, and to provide centers of help and discussion for those who wish to cooperate. Many of the difficulties are caused by the ignorance of public bodies and officials. The Froebel Society has tried to bring

before such people a more enlightened point of view with regard to the welfare of children.

The Society seeks to carry out these objects in the following ways:

1. By arranging meetings and conferences, lectures and demonstrations.
2. By upholding the interests of teachers and children when changes are being contemplated by education authorities.
3. By sending delegates to various public bodies to represent the views of the Society on educational and administrative matters.
4. By the publication of the journal, "Child Life."
5. By the issue of publications dealing with the proper education of children.
6. By holding a summer school for teachers, the purpose of which is to set forth, as far as its limits permit, the most modern ideas as to the principles and method of education.
7. By maintaining a teachers' agency.

At the session of the summer school this year courses of lectures on the following subjects were given:

1. Psychological Experiment and Measurement for the Schoolroom. Dr. Barbara Dale, M.A. (Department of Education, The University, Bristol).
2. Modern Methods in Arithmetic for Young Children. Mrs. Davies (Miss J. B. Thomson, M.A., Author of "The Art of Teaching Arithmetic") (Mather Training College).
3. Nature Study Methods for Children under

fourteen years. Miss K. Duffy, M.Sc. (The Training College, Saffron Walden).

4. Colour and the Training of the Colour Sense in Children of five years and upwards. Miss M. Clutten, N.F.U. (Miss Ironside's School, S. Kensington).
5. Schoolroom and Playground Games. Miss P. E. Spafford, Bedford Physical Training College Diploma (Froebel Educational Institute).

There were also classes in general and educational handbook for teachers of little children of lower school age, and special study of some of the modern crafts, such as weaving, basketry, pottery and toy-making. These classes were conducted by Miss W. E. Harrison and Miss M. A. Taylor (Handwork lecturers of the Froebel Educational Institute).

### Jessie I. Scranton

In the death of Miss Jessie I. Scranton, which occurred at her home in New Haven, Conn., May 24th, the International Kindergarten Union has lost one of its most active and loyal workers. As chairman of the Committee on Membership for the past two years her efforts had been untiring and as a coöperating member of the organization at all times her influence has been felt in all I. K. U. undertakings.

As supervisor of kindergartens of New Haven for more than twenty-five years, Miss Scranton had been recognized as one of the leading women of the city and her loss is felt in many circles. An editorial in a local paper refers to it as a "distinct municipal and state loss."

Her dearest hope was that the I. K. U. should meet in New Haven and to that end she had labored and inspired her associates until plans had been well started. Disappointed by the decision of the I. K. U. to meet in another city in 1924, she stood aside for Los Angeles in 1925, and was looking forward to the possibility of 1926.

In the state of Connecticut and throughout the Connecticut Valley, Miss Scranton was one of the familiar and inspiring kindergarten figures, always ready to work for a good cause, never sparing herself when it meant success and progress for the kindergarten and its allied undertakings.

Such an influence never dies. As a church member she was beloved by all her associates, and of her it is well said "Her vivid, wholesome, joyous and kindly personality, her loyalty and friendship we shall not forget."

# *International Kindergarten Union*

## *New Headquarters*

1201 Sixteenth Street, N. W., Washington, D. C.

Headquarters of the International Kindergarten Union in Washington begins its second year in a new location. While the room used last year was most convenient and comfortable and well suited to office purposes, it is with a feeling of gratification and sense of progress that the Executive Board has arranged for the use of a room in the building of the National Education Association.

Here the I. K. U. will come into closer association not only with the representatives of this large organization of teachers but with the leaders of the movement for parents and teachers, for the National Con-

gress of Parents and Teachers also has Headquarters in the same building. With both of these organizations the I. K. U. is already affiliated. So the kindergartners have officially joined the educational family and will be a recognized part of the agencies in Washington which are working for the good of the little child.

In such a location, with such educational surroundings, and with the continued cooperation and interest of its members, I. K. U. Headquarters will grow in usefulness and influence. Come to Washington and visit the home of your professional organization.

## *New Officers*

*President*, MISS ALICE TEMPLE, Chicago, Ill.

*First Vice-President*, MISS MARY DABNEY DAVIS, New York.

*Second Vice-President*, MISS MARION B. BARBOUR, Chico, Calif.

*Recording Secretary*, MISS LOUISE M. ALDER, Milwaukee, Wis.

*Corresponding Secretary and Treasurer*, MISS MAY MURRAY, Washington, D. C.

*Auditor*, MISS GRACE L. BROWN, Cleveland, Ohio.

## *New Branches*

Central Council of Childhood Education, Chicago

Springfield, Ill., Branch

Hutchinson, Kans., Kindergarten Club

Portland, Me., Kindergarten Association

Kindergarten-Primary Club, University of Nebraska

Akron, Ohio, Kindergarten Association

Newport, R. I., Kindergarten League

Sioux Falls, S. D. Kindergarten Club

Sarah Gregg Kindergarten Club, Knoxville, Tenn.

Farmville, Va., State Teachers College, Kindergarten Department

Washington State Kindergarten Association

Casper, Wyo., Kindergarten Club

Union Kindergarten Training School, Foochow, China

## California:

Alhambra Kindergarten-Primary Club  
 Berkeley Kindergarten Association  
 Glendale Kindergarten-Primary Club, Los Angeles  
 Long Beach Kindergarten Club  
 Santa Ana Kindergarten-Primary Association  
 San Francisco Kindergarten Club  
 California State Kindergarten-Primary Association

### *Report of the Thirty-second Annual Meeting, Los Angeles*

The thirty-second annual convention of the International Kindergarten Union was one of the most distinctive and delightful as well as one of the most inspirational in our history. Coming in vacation time and offering as it did wonderful opportunities for becoming acquainted with the far west and for extensive sight-seeing along the way the number in attendance was larger than usual and came from more scattered regions. One thousand sixty-nine members registered at I. K. U. headquarters, from 40 states and territories and from 15 foreign lands.

## THE I. K. U. TOUR

On the evening of July 2nd one hundred and twenty-five kindergartners from east, south and middle west pulled out of the Chicago station with the Raymond-Whitcomb I. K. U. Tour and made the trip to the western coast in a happy, congenial fellowship. The drive about Denver, the wonderfully scenic Corley Mountain drive out from Colorado Springs, the interesting stops at Albuquerque and other places in the desert, the inspiring day spent at the Grand Canyon ushered in by a sunrise which revealed the Canyon gradually, crag by crag, until at last it spread before us in unspeakable magnitude and glory—all these experiences and many more were enjoyed in double measure because shared with equally appreciative companions and friends.

We felt that the convention had really begun when upon our arrival at the Mission

Inn at Riverside the kindergartners of that city, dressed in charming Spanish costumes, sang us a cordial welcome to California and served us a cool, delicious drink. After luncheon, served in the beautiful Spanish court of the Mission Inn, and an interesting half day spent in wandering about the fascinating Inn with its many curios, and in driving up Mount Rubidoux and through the beautiful streets of the city lined with palms, peppers and eucalyptus trees, we journeyed on to Los Angeles. Here another cordial welcome awaited us at headquarters in Biltmore Hotel. From the first we found our hostesses who served in headquarters gracious and thoughtful of our every need and pleasure. The beauty and comfort of the hotel, the central location and the excellence of the service added greatly to the success of the Convention.

## GOOD TIMES AT THE CONVENTION

California has been called the "Playground of America," and Californians have the reputation of being most cordial, gracious and generous hostesses, and this indeed they proved themselves to be. The state smiled upon us with its most delightful weather, and our hostesses made points of interest in their fascinating locality so easily accessible that it took great strength of character to hold ourselves to meetings when California was beckoning to us to see her wonders on every hand. The professional and inspirational phases of the program were unusually fine and were



seriously attended to, yet our hostesses managed with careful planning to wedge in before and after meetings more play than is usual at our conventions.

Wednesday morning brought two interesting experiences, one, a visit to the delightful kindergarten and primary grades at the University of California, Southern Branch, or to typical kindergarten rooms in the Los Angeles City Schools to study housing and equipment, and the other, later in the morning, a visit to Mary Pickford's studio with a very gracious reception by the charming hostess, who welcomed us in front of her attractive little studio cottage and told us how sincerely interested she is in those who are working for the welfare of children. She said that she was doing what she could for the little children who are in the Hollywood studios and has children constantly in mind as she prepares her pictures seeing that nothing goes into any picture which would in any way be of harm to a child.

On Thursday afternoon, the Friday Morning Club extended its hospitality, arranging a delightful meeting at which Mrs. Frank A. Gibson paid tribute to Madame Severance and Kate Douglas Wiggin, pioneers of the kindergarten movement in California, and friends of her early girlhood. The charming reminiscences of Mrs. Gibson, together with the tour to Madame Severance's home on Sunday afternoon planned as a feature of the pleasant tea given at the home of Mrs. R. C. Gillis by the women of the First Unitarian Church, helped to keep in memory these great pioneers of the early kindergarten movement in California.

Following the meeting on Thursday afternoon the women of the Friday Morning Club were gracious hostesses at a tea given in their beautiful banquet room.

On Friday afternoon following the program and courtesy luncheon of Delegates Day we were taken by autos to Pasadena by way of the Foothill Boulevard and the citrus groves. Here the officers and invited guests had the rare opportunity of

visiting the beautiful Huntington Library, and seeing and having explained to them the early hand printed and hand illumined volumes and other rare editions, some of them in exhibits planned especially for our interest, copies of Horn Primers, New England Primers and other rare copies of early books for children. This wonderful library of rare volumes will be opened to the public as soon as the large number of books and manuscripts are unpacked, classified and arranged.

After leaving the library we were driven about the beautiful city of Pasadena, through the wonderful Busch Gardens open to us by courtesy of the Pasadena Chamber of Commerce, and to the Washington School where a cordial reception and cooling drink awaited us. The Pasadena kindergartners were our hostesses. Many a kindergartner from another part of the country looked with wonder and with envy at the size and beauty of this kindergarten room. This school, like many of the more modern schools in California, consisted of several beautiful one story buildings arranged around three sides of an open court of grass and flowers, the kindergarten and primary grades occupying one building. A large artistic room with cement floor—aquarium for plants and animal life, with four smaller work rooms opening out of this, made as beautiful and convenient a housing for a kindergarten as we have ever seen anywhere. California has set a standard for other states in the housing and equipping of its kindergarten and primary grades.

On Saturday morning a delightful breakfast was given by the local chairman and her committees to the Executive Board of the I. K. U. and to guests of the convention and we realized more fully what thought and energy and united effort had gone into our entertainment.

The Symposium Supper was a very happy and inspirational close to the regular convention program. The large and beautiful ball room with its balconies hung with gayly

embroidered Spanish shawls made a charming background for the 800 delegates, who were seated by states. Entertainers from Mexico in their gay costumes walked up and down the aisles between the tables, singing and playing their stringed instruments stopping to sing or to dance, now on the floor, now in this balcony and now in that one. Flowers were brighter and more profuse than it is possible to have them in other parts of the country. Many state delegations sang songs appropriate to the occasion and a gay and joyous spirit was apparent everywhere. Miss Boyce, our president, made a very gracious and charming toastmistress. Dr. David Starr Jordan responded to the first toast telling, in an interesting and informal way, of the early kindergartners with whom he had come in contact and of their beneficent influence upon the school systems in which they taught. Other speakers of the evening were Miss Margaret Holmes of New York, Miss Stella Louise Wood of Minneapolis, Miss Caroline Barbour of Superior, Wisconsin, Miss Mary McCulloch of St. Louis, Miss Madeline Ververka of Los Angeles, Mrs. Katherine Cerf of San Francisco, Miss Bertha Barwis of Trenton, Miss Frances Lawrence of Honolulu and Miss Katherine McLaughlin of Los Angeles. Each one spoke "out of the abundance of the heart," and gave us an inspirational message from the part of the country which she represented. As the program drew to its close the large California delegation rose and sang:

California! California! How I love your sunny  
hours,  
California! California! How I love your birds  
and flowers,  
California! California! I love your fogs of sil-  
ver hue,  
California, California, California I love you.

and as they repeated their song the 800 delegates rose in a body and joined them, singing of the love of California with sincerity and enthusiasm. This banquet was a very happy and fitting close to our conven-

tion proper, yet our hostesses had planned good times for us which extended through the two following days, Sunday and Monday, and most of the delegations remained to enjoy them.

A delightful breakfast was given at Ambassador Hotel Sunday morning by Delta Phi Upsilon, Honorary Professional Kindergarten-Primary Fraternity, in honor of the officers of I. K. U., the officers of the California Kindergarten-Primary Association, and the Heads of Departments of Kindergarten-Primary Education. In the afternoon came the tea, already referred to, at the home of Mrs. R. C. Gillis in honor of Madame Severance, and on Monday the all day excursion to San Pedro. The Chamber of Commerce of San Pedro and Wilmington provided a delightful boat ride about the harbor while the Parent-Teacher Associations and local teachers gave a courtesy box luncheon in a park on the seashore. The guests were served fish salad on scoured abalone shells which they were later allowed to take home as keepsakes. Favors and decorations made of little boats and products of the sea gave a very interesting and attractive appearance to the tables. The experience was a very delightful one especially to those who came from states far inland.

#### OUR MEETINGS

Generous and hospitable as our hostesses were in providing one delightful function after another, these were so planned as not to interfere with our meetings, which were very largely attended, and were inspirational and forward-looking. Adequate and delightful places were provided for these meetings, the ball room of Biltmore Hotel, the beautiful lecture room of the Friday Morning Club, the auditorium of the University of Southern California, the auditorium of the University of California Southern Branch, and Trinity Auditorium. For the large meetings amplifiers were installed so that it was possible to hear perfectly in any part of the large hall.

The general theme of the meetings was *Evidences of the Effect of Training in Early Childhood*. On the afternoon of the first day, Wednesday, there were three conferences. The first of these was for training teachers and was in charge of Miss Mary C. Shute, Head of the Kindergarten Department of the Teachers College of Boston. The topic for consideration was *Problems of Observation and Practice Teaching in the Training of Teachers*. Following this meeting came a Conference of Supervisors at which the subject under discussion was *Progress Records for Kindergarten and First Grade*. Miss Grace Brown of the Cleveland School of Education was in charge of this meeting.

While these conferences were in progress, a conference of classroom teachers was being held in the ball room of the Biltmore Hotel, with Miss Louise M. Alder, State Normal School, Milwaukee as chairman. The topic for discussion was *Play Activities in the Kindergarten and Primary Grades*. At all of these conferences brief addresses were given followed by constructive discussion. Many of these papers and reports will be published in later numbers of CHILDHOOD EDUCATION. The study of the problem of practice teaching and observation and also of record keeping will be carried forward by committees during the coming year, and the final results of these studies will be published by the I. K. U.

The convention was formally opened on Wednesday evening with addresses of welcome by Miss M. Madilene Veverka, Chairman of the Local Committee, by Mrs. Susan M. Dorsey, Supt. of Schools of Los Angeles, by Dr. Earnest C. Moore, director of the University of California Southern Branch and by Dr. Rufus B. Von Klein-Smid, president of the University of Southern California. Miss Ella Ruth Boyce president of the I. K. U. responded with the gracious, easy charm which characterized her manner throughout the convention. Miss Boyce's informality and ease, her ability to speak just the right word at each

occasion, together with her executive ability and her insight into present day problems has made her a remarkably successful president.

The main address of the evening was given by Dr. Arnold Gesell of Yale University, and was entitled *The Downward Extension of the Kindergarten*. Dr. Gesell feels that the I. K. U. must more and more extend its interest and active work downward to include the nursery or pre-kindergarten period. He approves very heartily of our plan to have a Department of Nursery Education in the Journal of Childhood Education, and feels that we should in our departments for teacher training, include courses in nursery education and also courses in training for parenthood. He feels that we have made marked progress toward making the kindergarten-primary unit a reality, and that we have already gone far in our constructive work for the nursery period, but that we need to put forth still more intelligent study and effort to make Nursery-Kindergarten Education a unit. Dr. Gesell's paper will appear in full in October.

One of the most important and stimulating meetings of the convention was the symposium held on Thursday morning with Miss Mary Dabney Davis as chairman. The topic of the meeting was: *The Influence of Kindergarten Education Upon Pupil Progress with Methods of Scientific Investigation*. Miss Davis told us that we have as yet no adequate answer based on a scientific study of facts for the critically minded school man or citizen who asks us to justify the kindergarten by the influence which it has upon pupil progress. Miss Davis feels that we should not be satisfied with a number of months or of dollars saved by a more rapid progress through the grades because of kindergarten training, nor should we any longer be satisfied with such general statements of values of kindergarten education based on the teacher's judgment, as "superiority in initiative," "freedom of expression," "ability to coöperate," etc. She believes that facing the results of scientific investiga-

tions of the influence of kindergarten education fairly and squarely may lead us to do a more efficient type of teaching so that our kindergartens will more easily justify themselves, with measurable results.

Miss Josephine McLatchy told of a study in which she has been assisting Dr. Buckingham of the Research Department of Ohio State University, the purpose of which is to learn the influence of kindergarten attendance upon achievement in the first two grades. This experiment in research has been carried forward for three years, and is not yet completed. The results of this study and her conclusions and queries to date will be published in a later number of *CHILDHOOD EDUCATION*.

Dr. Lela Mae Crabbs of Columbia University said that the terms "scientific measurement" and "scientific research" were likely to frighten us and so she talked in a very simple and concrete way of *First Steps in Methods of Scientific Investigation*, urging us to analyze our own field, set up some good goal or objective which to us seems important, and then set out to measure our children's attainment in relation to this goal, making sure that we have selected a problem which is important and feasible and which has not yet been solved, for she feels every kindergartner must help to solve some of the many problems in research which are ours.

Miss Ethel Salisbury, director of Course of Study, Los Angeles public schools, proposed a program of research for kindergarten and primary education, naming several unsolved problems of nursery-kindergarten-primary education, showing us our responsibility for scientific research as a means of diagnosing conditions, making safe constructive changes and convincing the public of support needed. Miss Salisbury said: "If kindergarten-primary education is to continue to lead progressive educational movements on a safe scientific basis there must be provided a program of research directed by experts and controlled and supported by a national or international body of nursery-

kindergarten-primary educators." Miss Salisbury suggested some of the major features which a comprehensive program of research should include.

Following Miss Salisbury's address there were several five minute reports of investigations being carried on in the field.

Miss Margaret Holmes told of the formulation by New York City kindergarten teachers of the minimum standards of attainment for their children, of the testing and correcting of these, and of plans for the formulation this year by each teacher of a maximum standard.

Miss Catharine R. Watkins told of an achievement test for the kindergarten which the kindergartners of Washington have developed with the help of a research worker. The result of this experiment will be printed this fall in the bulletin of Psychological Research.

Reports of several other interesting experiments in the field were given, showing that kindergartners and primary teachers in all parts of the country are seeking a more scientific basis for their work, and are willing to face the results of their teaching with an open mind as a scientist faces the results of his work in his laboratory. Miss Boyce urged all kindergartners present to send the results of their research work to the *Journal of Childhood Education* that all may profit by the work of each. We hope to have early in the year a Research Number of *Childhood Education* which will include as much of the help and inspiration of this meeting as it is possible to report.

On Thursday evening two inspirational addresses were given. Dr. Shepherd J. Franz, University of California, spoke on *Psychological Aspects of the Preschool Child*, and Miss Catharine R. Watkins, kindergarten supervisor of Washington, D. C. spoke of *The Child's Own*. On Friday evening the Honorable Will C. Wood, State Superintendent of Public Instruction, told us with enthusiasm of California's splendid program for kindergarten education. Mme. Frances Plaminkova of the Department of



Education of Czechoslovakia, and a delegate to our Convention, spoke briefly in her own tongue of her impression of our educational system as she had seen it, and of certain educational problems in her own country. Miss Madilene Veverka, also a native of Czechoslovakia, acted as interpreter. Miss Fanniebelle Curtis of New York City, spoke on *Our Kindergarten Unit in France*, and illustrated her talk with motion pictures, so that the splendid work of the Unit stood out before us in a very real and graphic way, and we rejoiced that we had been able thus to relieve these little children of some of the stress and strain of the terrible war.

On Saturday afternoon there was held for parents as well as for teachers a meeting which was devoted to the consideration of the physical needs of the child and remedial measures. Three Los Angeles specialists spoke, Dr. Clifford Wright on the *Influence of the Glands of Internal Secretion on Growth*, Dr. C. Edgerton Carter on *Nutrition for Efficiency*, and Dr. Charles Lowman on *Potential Postural Defects in Little Children*. These talks contained many scientific truths of comparatively recent discovery which those who work with young children must know and make use of. They will be printed in later issues of this journal.

Friday, at the University of California Southern Branch, was held one of the most beautiful and inspiring Delegates' Days in our history. The delegates assembled by states in the beautiful forecourt of the University Campus, all dressed in white, but wearing or carrying some appropriate insignia or colorful emblem typifying the state they represented. Lovely Grecian maidens, students in training from the several training centers, bearing the flowers and fruits of California, or beautiful orange trees, preceded the delegates, and grouping themselves in a beautiful tableau about the fountain in the court yard formed a charming background for the moving pageant. Then came the procession proper in two long lines led by our two vice-presidents, Miss

Barbara Greenwood and Miss Allene Seaton, carrying large flags. They passed under the arches of flowers leading from the eucalyptus grove, then across the Central Quadrangle and into Millspough Hall, with the delegations from the states following in order. It was a beautiful, impressive sight, and as one of the students in training said "made little thrills run up and down your back."

After the reports of the officers and the appointment of committees on Resolutions and on Time and Place the meeting was turned over to Miss Greenwood, who had charge of the program of the reporting delegates. Reports were given from forty states and territories, some of which, as, for example, Alaska, had never before sent representatives. No delegate was allowed to speak more than two minutes, and it was surprising to see how much of interest could be condensed into that short space of time. Fifteen foreign countries were represented, namely, Armenia, Austria-Hungary, the Balkan States, Belgium, England, China, Cuba, Czecho-Slovakia, France, Germany, India, Japan, Mexico, Persia and Switzerland. All of these delegates were dressed in picturesque native costumes. As we listened with keenest interest to what was being accomplished for the education of young children in these foreign lands our hearts went out in sympathy and we seemed drawn together in a closer bond of fellowship with the lands here represented, who held ideals for the education of little children so nearly akin to our own. At this convention more than ever before in our history we caught the vision of our international relationship, and came nearer to deserving the title of which we are so justly proud "*International Kindergarten Union*."

After the program a courtesy luncheon was served by the California Kindergarten-Primary Association assisted by the local committee. Tables were set in Millspough Court under gay awnings of blue and orange put up for the occasion, and over one thousand delegates enjoyed the delightful hos-

pitality. Once more the international feature was apparent in the entertainment, when, during the luncheon, soloists from England, Italy, and Hawaii, and beautiful dancers from Russia, Spain and Japan delighted us with their songs and dances.

On Saturday morning came the business meeting, at which reports were made by the various standing committees. Since these will all be printed either in *Childhood Education* or in our *Official Record* little mention of them will be made except to say that many of these committees gave evidence of having done a very constructive piece of work which should be of practical help and inspiration to kindergarten-primary teachers.

Mrs. Helen M. Craig, chairman of the Finance Committee, reported that out of letters sent to nearly two hundred branches of the I. K. U. asking for contributions to the emergency fund only fifty-three responses were received. Supporting headquarters in Washington, paying a larger proportion of our editor's salary, and undertaking more constructive work through committees calls for a larger budget. Miss Boyce strongly seconded Mrs. Craig's request that we all go home to urge our branches to contribute to the emergency fund, in order that the I. K. U. may be enabled to carry forward its enlarged program.

The report of the Credentials and Elections Committee gave us the information that the three states having the largest representation outside of the convention state were Pennsylvania with 46, Ohio with 42 and Minnesota with 41. The banner for the visiting state delegation having the largest attendance at the two business meetings was awarded to Pennsylvania, the home state of our president, Miss Boyce.

The committee on Time and Place recommended that our next convention be held in Kansas City, Mo., during the first week in May. A large and enthusiastic delegation of Missourians were present, letting us know in many interesting ways that the invitation which they had extended to us

again this year was a very cordial one, and that we would be warmly welcomed next spring in "Kansas City, the heart of America."

The function of the committee on Resolutions was enlarged this year to include not only an expression of appreciation to all who had rendered hospitality but also an expression regarding questions of present day policy for the organization. Since these resolutions express to our generous, warm hearted and efficient hostesses and their friends the sincere appreciation of their guests, and since they also give expression to some of our forward-looking policies they are quoted here in full:

#### REPORT OF THE COMMITTEE ON RESOLUTIONS

Be it resolved, that the 32nd Convention of the I. K. U. at Los Angeles is one of the most unique in hospitality and inspiration and the most truly international in our history.

For the happy outcome of this convention we offer our thanks to the many individuals, committees and associations, who through their untiring efforts have brought it to pass.

To Miss Veverka, Miss Greenwood, Miss McLaughlin, and their committees for their most efficient work in planning for our comfort and entertainment.

To Superintendent Susan M. Dorsey, the principals and the teachers who have welcomed us to the Los Angeles schools.

To Dean Bruce and Miss Hallie Brewster of the summer session of the Southern Branch of the University of California for the use of the University buildings and campus for Delegates Day.

To the Art Department, the Physical Education Department and the students of the Kindergarten-Primary Department of the training schools for their interest and coöperation in planning the beautiful pageant for Delegates Day.

To the California Kindergarten-Primary Association for the delightful luncheon at the University.

To Miss Maud Whitlock, Miss Ethel

Salisbury and the teachers of Southern California for their interesting exhibits.

To the Los Angeles Kindergarten Club for their hospitality at the Biltmore Hotel.

To the University of Southern California for the use of their auditorium.

To the Committee on Foreign Groups who brought about such an unusual and inspirational feature of the convention.

To the Publicity Committee for their efficient work.

To the summer session of the Southern Branch of the University of California for its generous contribution of an edition of the California Grizzly devoted to the activities of the I. K. U. Convention.

To the Music Committee for the charm of the many delightful programs planned for the meetings.

To the Pasadena kindergartners for their hospitality at the Washington kindergarten.

To the Friday Morning Club for the use of their club house, the planning of the tribute to Madame Severance and Kate Douglas Wiggin and the reception.

To the authorities of the Huntington Library for admitting to a view of its treasures the members of the Board and a few guests.

To the women of the First Unitarian Church and Mrs. R. C. Gillis for their hospitality.

To the Pasadena Chamber of Commerce for making possible the visit to the beautiful Busch Gardens.

To the Parent-Teachers Club, the local teachers, and the Chamber of Commerce of San Pedro for arranging the excursion to San Pedro.

To the generous citizens of Los Angeles, who have given themselves and their motor cars for our comfort and transportation.

To the many young women who have acted as guides, for their unfailing courtesy and cheerfulness.

To Mary Pickford for her charming hospitality.

We close our convention in Los Angeles with a new vision of the beauties of Cali-

fornia and of the warm heartedness, hospitality and efficiency of the Californians.

The committee desires to offer the following resolutions regarding questions of policy for the consideration of the organization.

Be it resolved, that the I. K. U., recognizing the educational value of the work that is being done for the pre-kindergarten child, recommends the appointment of a Nursery-Kindergarten Committee to study the problem of the pre-kindergarten child.

We recommend the establishment of courses in the Kindergarten-Primary Training Schools for nursery-kindergarten training and that we regularly devote space in the Journal of Childhood Education to the consideration of this problem.

Be it resolved, that the I. K. U. as an organization shall use its influence to promote and develop education for parenthood.

Be it resolved, that the I. K. U. as an organization shall stand for better international understanding. As a step in this direction it endorses the entrance of the United States into the World Court.

BERTHA BARWIS,  
MARION BARBOUR,  
MRS. HELEN M. CRAIG,  
LUCY HOLMES,  
MARGARET C. HOLMES, *Chairman.*

#### JOURNEY HOMEWARD

Five happy days are quickly spent!

On Sunday night those who were to take the trip with the Raymond-Whitcomb Tour through Yosemite Valley started on their way, and by Tuesday those who were going with the tour through Yellowstone Park and those who were returning by way of the Canadian Pacific had also left. Many stayed behind to visit with friends and to enjoy the beauties and the points of interest in Southern California. The Convention is over—but it will always remain in the memories of those who were so fortunate as to attend as one of the happiest and most inspirational weeks of their experience.

## Among the Magazines

By GERTRUDE MAYNARD

### *Is Education to Blame?*

The article in the *Atlantic*, "Am I Too Old to Teach?" reviewed at some length in this department, has interested many. Perhaps our readers would like to hear a little more from it.

The first "reaction" is from another college professor, John Hays Taylor, in the May number. He agrees with "Old P—" on every point except that he places the blame for the materiality of our college youths not upon themselves but upon modern education.

This theme he pursues relentlessly, and I venture to say that, as far as elementary and kindergarten teachers are concerned, his article will be a joy to the conservative or "Froebelian" type of teacher, and the despair of the genuine project teacher. In fact the professor, to our mind, does not really grasp the cultural possibilities of the modern idea, and his article will doubtless bring forth a brilliant rejoinder from one of these disciples. I hereby present the professor's arguments at their best, or shall we say at their worst?

"So easily are we persuaded by theorists on education that we allow them to lay hands on every stage of schools—primary, secondary, college, to work their fantastic wills. The result is seen in the young materialist before us. In nothing have these fantasies been more effective than in the introduction of 'practical' subjects into curricula, to the crowding out of learning which deals with thought or beauty or the long growth of mankind. Nothing is dearer to the heart of the pedagogic speculator than novelty and what he calls progress. . . . And with no part of his achievement has he been better satisfied, apparently, than with his success in reducing the use of the abstract or ideal in education

and the substitution of the concrete in every place possible. . . . They fit for 'life,' which is apparently to be but a manual or industrial life, while history and language and literature fit, supposedly, for super-life only. 'Vocational' is a word to conjure with. Old P—'s students have probably been prepared for his work largely by instruction in carpentry, or cooking or elementary bookkeeping or sewing. They have been prepared for life, not for learning. What can he expect? . . . "

"There is no reason why the learning or partial learning of a trade or profession should not be combined with stages of education. The harm is done when learning a trade is called education and when the whole motive of education is reduced to the utilitarian one. . . . The proportion of values in subjects and in training is lost. . . . Applied science is placed on the same level with pure science—if not higher. Pupils are taught little difference in final value between cooking and chemistry, between collecting items of school news and the study of great literature, between bookkeeping and higher algebra, between carpentering up a bookrack and learning the principles of physics. . . . The essential value of the general over the particular, of truth over fact, of principle over skill, is not thus learned. No scale of values or none that recognizes the greatness of ideas and the domination of law is established. The pupil doesn't learn the difference between the little and the great."

The professor believes that the modern teacher greatly over-emphasizes the concrete.

"Children are not allowed to think in terms of reason because of the conviction



that they cannot or do not wish to do so. Even if a pupil would find it natural to say that two and two make four, he is not permitted to say it but only that two goldfish and two goldfish make four goldfish. He is allowed to make acquaintance with geography only in terms of his own back yard or the school ground. . . . They learn perfection in none of their material projects. There is nothing from

their little juvenile news writing to their blacksmithing which they would not learn better from a working professional or a responsible artisan. . . ."

We have quoted at length from the article to show the professor's general point of view, but it would be only fair to read the entire article. *Atlantic* fans will doubtless hear more on this subject. Watch out.

### *Revaluating Motherhood*

In a spring number of the *Century* is a painful article entitled "Revaluating Motherhood." It considers at length the type of mother whose children seem to exist merely to carry on her ideals, whose every experience must pass through the prism of her point of view, and who are sacrificed from childhood to maturity to a purely selfish sense of material ownership.

If there were not a certain amount of truth in the article one would pass it over as merely a part of the slimy trail left by certain inferences of modern biology and Freudism. But undeniably this type of mother exists and her influence is so manifest that the teacher of even the younger children is familiar with the child who is thus victimized. There is at least one in every kindergarten.

It is not so pleasant to contemplate motherhood from this ultra modern point of view as it is to study the noble type of motherhood presented to us, for instance, in the opening pages of Froebel's *Mother Play*, but there is no doubt that sentimentality regarding motherhood must be guarded against, and that both mothers and teachers must look life squarely in the face. For instance, a strong claim upon the ownership of her child has always been conceded in view of the sufferings of childbirth. Regarding this the writer, Anne Sturges Duryea, says:

"The specious arguments built upon the pangs and perils of maternity have prob-

ably retarded human advancement hundreds of years. I suffered to acquire a human being; therefore it belongs to me to do with as I please. . . . The reasoning fails to convince, however, when we recall what it is that she has acquired by her suffering. . . . A human being, possibly an immortal spirit, cannot be argued about as if it were something less or different. A mother by her anguish gains a child, to be sure, but this fact is of secondary consideration compared with the importance of what she has given. . . . The very act which secures to her a child puts that child, in a sense, beyond her reach, beyond her power of ultimate claim. This being's right to himself is superior to the mother's right to her child, and the world's right to him exceeds all other claims. Her right lies in the obligation to help him enter into possession of himself."

The idea of physical motherhood has so possessed general thought that the following is rather startling:

"If we think in true perspective we must see that physical motherhood is a comparatively insignificant matter. . . . It does not make a real mother of you and it can never constitute you the possessor of your child's life. Further, it does not make you love your child or cause your child to love you. If, without your knowledge, your child were taken away in the first moment of its life and a changeling put

into your arms instead, you would love the alien child as much and lay down your life for it, if need arose, precisely as you would have done for your own child. If you leave your child to the care of others . . . . for the first six months of his life, when you come to clasp him to your heart again, your child turns from you as from a stranger."

All this has meaning to the many kindergartners, who, childless, but rich in mother love, have mediated for years between the little child and the physical mother, who so often seems to lack all mental and spiritual sense of motherhood. We must admit that on the whole mothers have more than made good, but with the advent of the flapper mother, and the mother of all time (whom we know so well) who believes she owns her child, body, soul and intellect, we would commend the following:

"In some way coming mothers must learn to get larger outlooks, wider aspirations, deeper values of the immense significance of the human spirits committed to their care. . . . They will look upon

themselves as temporary custodians of these lives which belong first to themselves and then to the future. They will not see their children as of interest in relation to themselves, but themselves as of only temporary interest in relation to their children. The physical love will claim less interest, emphasis; personal sensibilities, even moral ones, will be submerged; they will be looked upon as subservient to the higher love—the love which regards the individual rights and potentialities and achievements of the child as the really significant values to be devoted to world-wide services."

All this sounds hard and theoretical and Mrs. Duryea's article is, in spots, almost offensive. But she speaks with sincerity, and says in a publisher's item,—

"I expect that many mothers will dislike me for this article. But I am tender-hearted toward the old fashioned mother. . . . I would like her to know that I have done something harder than bring up my own children. I have brought up other peoples."

## *Bureau of Education Publications*

A bulletin of unusual value to every kindergartner or school official who is working for the propagation of the kindergarten has been issued by the Bureau of Education under the title of *Kindergarten Legislation*. The author, Miss Nina C. Vandewalker, Kindergarten Specialist, has made a thoughtful and thorough study of kindergarten laws as they exist in the various states, and she brings out in a comprehensive and illuminating way some of the points which are often overlooked.

The various chapters deal with *The legal school age as a factor in kindergarten legislation*, *Age for attendance*, *Sources of support*, *Urban and rural conditions*, and, perhaps most important of all, *The mandatory-on-peti-*

*tion type of law*, and *Kindergarten teachers' certificates*. Contrary to current belief the mandatory-on-petition law may be a bad type of law unless related conditions are properly adjusted, and the type of teacher's certificate now issued needs modification in many cases so that graduates of a kindergarten-primary course may legally teach in either kindergarten or primary.

The suggestions made by Miss Vandewalker for improvement along various lines are pertinent and will be most helpful to those who have the interests of the kindergarten at heart. The bulletin closes with a *Summary of kindergarten laws and suggestions for their improvement*. (Bulletin, 1925, No. 7, *Kindergarten Legislation*.)